



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

ENGLISH
WORD STUDY
—
CAMPBELL



600093360R



Digitized by Google

ENGLISH WORD STUDY.

THE ABERDEEN UNIVERSITY PRESS.

ENGLISH WORD STUDY

A SERIES OF

EXERCISES IN ENGLISH ETYMOLOGY.

TO WHICH ARE APPENDED EXERCISES IN ANALYSIS
AND COMPOSITION.

BY

HUGH F. CAMPBELL, M.A.,

HEAD ENGLISH MASTER, ABERDEEN GRAMMAR SCHOOL.

LONDON :

LONGMANS, GREEN & CO.

1883.

302.

g.

374.



P R E F A C E.

THE following Questions and Exercises have been called forth by the exigencies of the Class-room.

In teaching Dr. Bain's Higher English Grammar I often felt the want of an array of examples as illustrations, and as exercises for the pupils. This led me to compile sentences illustrating the more knotty points, and eventually to prepare a series of exercises covering the whole of Etymology.

Along with the Exercises there are sets of Examination Questions which have been compiled with the view of providing material for a system of home exercises. It is difficult to over-estimate the importance of home exercises in the work of English teaching. I hope the Questions in the following pages besides testing the pupil's knowledge of Grammar may be useful exercises in Composition.

Apart from the general appropriateness of selecting most of the sentences from the great English Classics there is the special advantage of introducing the pupil to choice gems of English Literature.

I have aimed at making the Exercises consist almost entirely of the study of words. Alike under Classification, Inflection, and Derivation, the attention of the

pupil is concentrated on individual words. The definiteness of the task—always a desideratum in the teaching of English—tends to make the exercises valuable as mental drill. Further, it sharpens the faculty of verbal discrimination thus helping materially to form the basis of a good vocabulary. It paves the way for higher attainments in style, especially for a more complete mastery of the qualities of *Lucidity and Precision*.

The Grammatical Questions are based on *Dr. Bain's Grammar* as being, especially in the departments of Definition and Classification, the best we have. In the Questions on Derivation I have introduced more of the Historical Element than Dr. Bain has considered it worth while to give in his Grammar. For this part the pupil is advised to consult *Morris' Historical Outlines of English Grammar*. It is hoped that though the questions are based on *Dr. Bain's Grammar* they may be advantageously employed in conjunction with other high-class English Grammars.

A few exercises in Analysis and Composition have been added in the hope that they may form a useful appendix.

It will be seen that I make no pretension that the following Exercises are in any way original. If they will be a help to the systematic study of English on a Scientific basis, I am content.

ABERDEEN, *August, 1883.*

CONTENTS.

	PAGE
Introductory Questions,	1
Questions in Orthography,	<i>ib.</i>
Exercises in Orthography,	3
Questions in Etymology,	4
Exercises in Etymology,	<i>ib.</i>
The Noun,	6
Exercises on the Noun,	7
The Pronoun,	10
Exercises on the Pronoun,	12
The Adjective,	17
Exercises on the Adjective,	19
The Verb,	23
Exercises on the Verb,	<i>ib.</i>
The Adverb,	26
Exercises on the Adverb,	27
The Preposition,	29
Exercises on the Preposition,	31
The Conjunction,	34
Exercises on the Conjunction,	36
Inflection,	41
Gender,	<i>ib.</i>
Exercises on Gender,	43
Number,	45
Exercises on Number,	47
Case,	48
Exercises on Case,	49
Inflection of Pronouns,	50
Exercises on Inflection of Pronouns,	51
Inflection of Adjectives,	53

	PAGE
Exercises on Inflection of Adjectives,	54
Inflection of Verbs,	55
Exercises on the Inflection of Verbs,	61
Conjugation of Verbs,	68
Exercises on Conjugation,	70
Sources of Words,	72
Exercises on Sources of Words,	75
Composition of Words : Native Prefixes,	80
Exercises on Native Prefixes,	82
Classical Prefixes,	83
Exercises on Classical Prefixes,	84
Derivation of Nouns,	86
Exercises on the Derivation of Nouns,	89
Derivation of Adjectives,	91
Exercises on the Derivation of Adjectives,	92
Derivation of Verbs,	94
Exercises on the Derivation of Verbs,	95
Derivation of Adverbs,	96
Exercises on the Derivation of Adverbs,	96
Derivation of Prepositions and Conjunctions,	97
Exercises on the Derivation of Prepositions and Conjunctions,	98
Compound Words,	99
Analysis of Sentences,	103
Exercises in Composition,	108

EXERCISES IN ETYMOLOGY.

INTRODUCTORY.

1. Define Grammar: distinguish Grammar from, (1) Philology, (2) Rhetoric.
2. Say what are the main divisions of Grammar; give the reasons for dividing the subject into these main parts, and the precise sphere of each part.
3. Derive and define each of the following Grammatical terms:—Orthography, Vowel, Consonant, Etymology, Part of Speech, Diphthong, Alphabet, Surd, Semi-vowel, Syntax, Sentence.
4. Say how far it is the province of Grammar to show the connection between English and the other European languages.
5. Draw a stemma of the Indo-European family of languages, and show precisely the position of English.
6. Give an outline sketch of (1) the Logical and (2) the Historical Element in Grammar, and say what parts are the domain of each of these elements.

ORTHOGRAPHY.

1. Classify the English Alphabet into (1) Vowels, (2) Semi-vowels, (3) Consonants. Derive the letters of the Alphabet.

2. Which are the oldest Vowel Sounds, and the derivative Vowel Sounds? Arrange them in order of priority.
3. Classify and give examples of the 27 Vowel Sounds of the English language.
4. Show by means of examples what is meant by *Vowel-weakening* in the derivation of words, and account for the process.
5. Enumerate and exemplify the several Diphthong Sounds in English.
6. What are the Semi-vowels, and why are they so called?
7. Enumerate the several Consonant Sounds in English, including those for which there is no separate character or letter.
8. On what principles are the Consonants classified? Give a classification according to each principle.
9. Distinguish (1) Mutes and (2) Fricatives; (1) Surds and (2) Sonants; and give the other names by which these classes are known.
10. What are the Liquids? Show that they are really included in the classification which has for its basis the organs employed in pronouncing them.
11. Specify the redundancies and deficiencies of the English Alphabet? By what changes could the English Alphabet be made a *Perfect Alphabet*?
12. Point out any inconsistencies in the employment of letters to form English words—i.e., in English spelling.
13. Account for the very irregular and anomalous system of spelling that prevails in English.
14. Give an outline of Grimm's Law, with examples.

EXERCISE.

1. Indicate the Vowel Sounds in the following, and say which are the old vowel sounds and which are derived ones :—

The curfew tolls the knell of parting day,
 The lowing herd winds slowly o'er the lea,
 The plowman homeward plods his weary way,
 And leaves the world to darkness and to me.

2. Give derivatives from the following in which the Vowel has been weakened :—

Band, cat, drop, fall, flank, grave, snap, cavalry, weave, nose, wrack.

3. Derive the following words from roots in which the old Vowels appear :—

In, lord, long, chicken, mess, mingle, peerless, contingent, please, trick.

4. Point out any redundant Vowels or Consonants in the following words :—

Here lies John Meadow,
 Who passed away like a shadow.

N.B.—His name was Field, but it wouldn't rhyme.

5. Write out the following phonetically :—

Truth indeed came once into the world with her divine Master, and was a perfect shape most glorious to look on : but when He ascended and His Apostles after Him were laid asleep, then strait arose a wicked race of deceivers, who as that story goes of the Egyptian Typhon with his conspirators, how they dealt with the good Osiris, took the virgin Truth, hewed her lovely form into a thousand pieces, and scattered them to the four winds. From that time ever since, the sad friends of Truth, such as durst appear, imitating the careful search that Isis made for the mangled body of Osiris, went up and down gathering up limb by limb still as they could find them.

6. Give any of the words in Latin or Greek cognate with the following, and show how Grimm's Law applies :—

Bite, do, bow (== bend), dare, waggon, wolf, door, hang!
 acre, sallow, bane, feather, scream, sweat, sting.

7. Give any Teutonic words cognate with the following words of classical origin :—

Fragile, vision, corrupt, route, juvenile, dual, complex, occasion, female.

ETYMOLOGY.

1. Define Etymology : derive the word and indicate the full scope of this division of Grammar.

2. Define the following Grammatical terms used in Etymology :—Sentence, Part of Speech, Subject, Predicate, Inflection, Derivation, Enlargement, Phrase, Clause, Adjunct.

3. Give an account of the main Subdivisions of Etymology.

4. Point out how far there is a logical order in the sequence of the divisions of Grammar, and in the branches of Etymology.

5. Give reasons why Syntax should take precedence of the other divisions.

6. What is meant by *functional* parsing ? Give examples to illustrate the several possible functions of words in a sentence.

7. What are the several main functions that words perform in a sentence, and the names assigned to each class of words ?

8. Give examples from each of the Parts of Speech to show that all words may be divided into two classes —(1) those denoting ideas, and (2) those denoting relations between ideas.

EXERCISE.

I. Indicate (1) the Parts of Speech, (2) the Phrases, (3) the Inflections, (4) the Enlargements, in each of the following sentences :—

- (1.) A thing of beauty is a joy for ever :
Its loveliness increases : it will never
Pass into nothingness.
- (2.) Though richest hues the peacock's plumes adorn,
Yet horror screams from his discordant throat.
- (3.) And we will all the pleasures prove
That valleys, groves, and hills and fields,
Woods or steepy mountains yields.

II. State the precise function of each word in the following :—

- (1.) To err is human.
- (2.) Our life is but a sleep and a forgetting.
- (3.) First, touching dandies, let us consider with some scientific strictness what a dandy specially is.

III. Say of each word in the following whether it is Notional or Relational : *i.e.*, denotes (1) ideas or (2) relations between ideas :—

- (1.) When that I was and a little tiny boy,
With hey, ho, the wind and the rain,
A foolish thing was but a toy,
For the rain it raineth every day.
- (2.) I am as I am, and so will I be :
But how that I am none knoweth truly.
Be it ill, be it well, be I bond, be I free,
I am as I am, and so will I be.
- (3.) But thou, O Hope, with eyes so fair,
What was thy delightful measure.
- (4.) Rome I have always specially honoured : because time
was when Italy and Rome have been, to the great good of us
that now live, the best breeders and bringers-up of the worthiest
men, not only for wise speaking, but also for well-doing, in all
civil affairs, that ever was in the world.
- (5.) But woe to me, alas,
In sun nor yet in shade,
I cannot find a resting-place.

PARTS OF SPEECH.

The Noun.

1. Define the Noun according to its function in the sentence, marking it off from other parts of speech that may perform the same function.
2. Classify Nouns: give Grammatical reasons for the classification.
3. Distinguish fully the Proper from the Common Noun, giving, as examples, four typical Nouns of each class.
4. What several kinds of Names are usually included under the Proper Noun?
5. Explain why Proper Nouns are called Singular and Meaningless, also why Common Nouns are called General and Significant.
6. State the difference and, if any, the resemblance between—
 - (a) Meaningless Nouns, (2) Singular and Significant Nouns.
 - (b) Class Names, (2) General Names.
 - (c) Abstract Names, (2) Concrete Names.
 - (d) Collective Nouns, (2) Nouns of Multitude.
 - (e) Verbal Abstract Nouns, (2) Adjectival Abstract Nouns.
 - (f) Material Nouns, (2) Collective Nouns.
7. What classes of Nouns are always Singular? State the reason in each case why they are Singular.
8. Give the several cases when the Material Noun passes into the Common Noun.

9. Give the cases when (1) the Verbal and (2) the Adjectival Abstract Noun pass into the Common Noun.

10. What are the several functions of the Noun in the sentence? Give sentences in which a Noun appears as Subject, Predicate, Object, Adjunct of Subject, of Predicate, of Object.

11. What other parts of speech may become substitutes for the Noun? Show how a clause may do duty for a Noun.

EXERCISES ON THE NOUN.

I. Apply the definition of the Noun to determine the Part of Speech of each word in italics :—

(1.) Their glad *halloo* resounded through the wood.
(2.) *He* asked the *waves* and asked the *felon* winds.

(3.) Next Camus, reverend *sire*, went footing slow,
His mantle hairy and his bonnet *sedge*.

(4.) *Seems*, madam! Nay, it is : I know not “*seems*”.

(5.) *To affect* boldness shows *more* of the *fool* than of the wise man.

(6.) The *apparel* oft proclaims the *man*.

II. Parse the Nouns in the following :—

(1.) Ferdinand Mendez Pinto was but a type of thee.

(2.) Hath not a Jew hands, organs, dimensions, senses, affections, passions.

(3.) That but this blow might be the be-all and the end-all here.

(4.) And all our yesterdays have lighted fools the way to dusty death.

(5.) *To affect* such boldness shows *more* of the *fool* than is desirable.

III. Parse and derive the Abstract Nouns in the following sentences, and give sentences where the same Nouns pass into Common Nouns :—

(1.) Prosperity's the very bond of love.
(2.) Nothing will come of nothing. Speak again.
(3.) Mend your speech a little, lest it may mar your fortunes.

(4.) Think'st thou that duty shall have dread to speak,
 When power to flattery bows? To plainness honour's
 bound,
 When majesty stoops to folly. Reverse thy doom;
 And in thy best consideration check
 This hideous rashness.

(5.) Goodness I call the habit, and goodness of nature the
 inclination.

IV. Form Abstract Nouns from the following (a) Adjectives, (b) Verbs:—

(a) Awkward, blithe, diligent, dry, eager, high, fierce, malign, merry, nice, popular, righteous, tender, uniform, vast, young.

(b) Attain, bless, condense, drudge, believe, trow, observe, prove, miscarry, rue, see, think, toil, restrain, labour.

V. From what Part of Speech are the following Abstract Nouns derived:—

Art, belief, colour, deceit, error, fidelity, genius, heroism, industry, law, mind, peace, rest, space, truth, worth, wealth.

VI. Note any peculiarity regarding the Grammar of the words italicised:—

(1.) Cowards die many *times* before their *deaths*.

(2.) Lady, you are the cruel'st *she* alive,
 If you will lead these graces to the grave.

(3.) There is in human nature generally more of *the fool* than of *the wise*.

(4.) The action in Milton excels both the former in this particular: we see it contrived in *hell*, executed upon *earth*, and punished by *heaven*.

(5.) Their enemies are the fallen angels, the *Messiah* their friend, and the *Almighty* their protector.

(6.) A time to sicken and to swoon,
 When *Science* reaches forth her arms
 To feel from world to world.

(7.) Give to airy *nothing* a local habitation and a name.

VII. Parse for Nouns, and say what meaning is expressed by the Nouns italicised when used in the plural:—

(1.) The House of Commons is the chief deliberative assembly in the *world*.

(2.) To the vulgar *boldness* hath somewhat of the ridiculous.
 (3.) He felt that *virtue* had gone out of him.
 (4.) It is true that a little *philosophy* inclineth man's *mind* to Atheism, but *depth* in philosophy bringeth men's minds about to religion.

(5.) And this fignre he added eke thereto,
 That if *gold* rust, what should *iron* do.

(6.) So willingly does the *world* support those who solicit *favour* against those who command *reverence*.

(7.) *Speech* was given to man to conceal his thoughts.

(8.) History is little more than the *register* of the crimes of men.

(9.) Nor was the sublime more within their *reach* than the pathetic.

VIII. Note any of the features of the Verb retained by the Verbal Abstract Nouns in :

(1.) I had often received an invitation from my friend, Sir Roger de Coverley, to pass away a month with him in the country.

(2.) He ascertained by conversation with the duke that the enemy were in full retreat.

(3.) With reservation of an hundred knights.

(4.) This was an undoubted exhibition of cowardice on the part of Arabi.

IX. Correct :—

(1.) I have paid the tailor's account.

(2.) I am very pleased you have got one of the worst characters that ever walked about England.

(3.) In the time of Cicero each private citizen enjoyed the privilege of anarchy.

(4.) Though this may seem to be a paradox, yet it is true.

(5.) He did not examine the wound till after the death of the party.

(6.) When I met him upon this occasion, I was not aware that he was the author of the papers published in *Fraser's Magazine*, entitled "The Yellow-plush Correspondence," which in its anonymous form I had read with intense amusement; nor have I found reason upon reperusal to alter my judgment.

(7.) The fighting in Zululand takes the form of a triangular duel.

The Pronoun.

1. Define the Pronoun, and show fully by examples what is the precise function of the Pronoun in the sentence.
2. Classify Pronouns, giving examples of each class. State also the Grammatical reason for forming each of the several classes.
3. Enumerate the Personal Pronouns. Give the several applications of the Pronouns "we," "thou," "ye". What was the difference between *ye* and *you* in early English.
4. Give reasons why "he," "she," "it," "they" should be considered Demonstrative rather than Personal Pronouns.
5. State and exemplify the several modes of reference of the Pronoun "it," and show by examples how confusion or ambiguity in composition may arise by too frequent use of "it".
6. What are the special advantages and the disadvantages of "it" in composition?
7. Give examples of (1) "it" referring forward to a Noun ; (2) a forward and a backward reference of "it" in the same sentence ; (3) the indefinite reference.
8. Give examples of *this* and *that* used as Demonstrative Pronouns. What special application have *this* and *that* when referring back to *pairs of things*? Mention the other equivalent forms.
9. Enumerate the several (1) Definite, (2) Indefinite, and (3) Reflexive Demonstrative Pronouns, and also the Reflexive Personal Pronouns.
10. Enumerate the several (1) Adjectives and (2) Adverbs that may be employed as substitutes for the

Demonstrative Pronoun, and give a sentence exemplifying each.

11. State and exemplify the two uses of the Reflexive Pronoun.

12. Enumerate the Interrogative Pronouns, and state (1) the range of application, (2) the peculiar force of each.

13. Enumerate the Relative Pronouns, also the chief substitutes for the Relatives, with examples showing their application ; and the chief Compound Relatives.

14. Trace the successive changes in the meaning and application of *who* and *which*, from Early English to Modern English.

15. Distinguish and fully illustrate by means of examples the Co-ordinating and the Restrictive force of the Relative Pronouns.

16. Write sentences to show that *which* may refer back to (1) a Neuter Noun, (2) a Clause, (3) an Adjective, (4) in a special way to a Masculine Noun.

17. Explain fully what the precise function of the Relative is : show that it is equivalent to two other Parts of Speech.

18. Derive each of the Relatives, and indicate (1) their peculiar force, and (2) the range of their application.

19. On what grounds is "that" to be preferred to "who" and "which" as the restrictive Relative?

20. Derive *what* : trace the rise of its modern use.

21. Enumerate the chief substitutes for the Relatives, and show what is the peculiar force of each.

22. Derive *as* and *such*. What is the history of the construction such . . . as? Show that "as" may be used for co-ordination.

23. Enumerate the Compound Relative Pronouns, and indicate what their precise meaning is.

24. Examine the following definition of the Pronoun :—“The pronoun is the word used instead of a noun”.

25. When a Pronoun might refer to either of two Nouns in a sentence, what principles determine the preference ?

EXERCISE ON THE PRONOUN.

I. Apply the Definition to discriminate the Pronouns in the following :—

- (1.) All that glitters is not gold,
Often have you heard that told.
- (2.) Prescribe not us our duties.
- (3.) Such unconstant starts are we like to have from him as
this of Kent's banishment.
- (4.) Seek the good of other men, but be not in bondage to
their faces or fancies ; for that is but facility or softness, which
taketh an honest mind prisoner.
- (5.) I turning saw, throned on a flowery rise,
One sitting on a crimson scarf unrolled ;
A queen, with swarthy cheeks and bold black eyes.
- (6.) He loathed and put away his food,
It was not that 'twas coarse and rude,
For we were used to hunter's fare,
And for the like had little care.

II. Parse the Personal Pronouns in the following, and say what is denoted by each :—

- (1.) When my friend and I reached the top of the hill, we
beheld the city stretched out before us.
- (2.) KING LEAR.—Know we have divided
In three our kingdom ; and 'tis our fast intent
To shake all cares and business from our age.
- (3.) Nor you, ye proud, impute to these the fault.
- (4.) Dark is the world to thee : thyself art the reason why.
For is He not all but thou, that hast power to feel “ I
am I ”.
- (5.) What would our ancestors say to this, sir ? How does
this measure tally with their institutions ? How does it agree
with their experience ? Are *we* to put the wisdom of yesterday
in competition with the wisdom of centuries ?

III. What is the reference of the Demonstrative Pronouns in the following :—

- (1.) To be or not to be : that is the question.
- (2.) It is a wise father that knows his own child.
- (3.) That he is mad, 'tis true : 'tis true, 'tis pity ;
And pity 'tis, 'tis true.
- (4.) But even for want of that for which I am richer, a still- •
soliciting eye, and such a tongue, as I am glad I have not.
- (5.) Oh, it is excellent to have a giant's strength : but it is
tyrannous to use it like a giant.
- (6.) If it were done when 'tis done, then it were well it were
done quickly.
- (7.) Come and trip it as you go
On the light fantastic toe.
- (8.) It was he that I saw.
- (9.) How sharper than a serpent's tooth it is
To have a thankless child.
- (10.) For this is not the liberty which we can hope, that no
grievance ever should arise in the commonwealth, that let no
man in this world expect.
- (11.) A numerous nobility causeth poverty and inconvenience
in a state, for it is a surcharge of expense ; and besides, it being
of necessity that many of the nobility fall in time to be weak in
fortune, it maketh a kind of disproportion between honour and
means.
- (12.) Of night or loneliness, it recks me not.
- (13.) Alas ! what boots it with incessant care
To tend the homely, slighted shepherd's trade.
Were it not better done as others use
To sport with Amaryllis in the shade.
- (14.) But it is not only the difficulty and labour which men
take in finding out of Truth : nor again that when it is found
it imposeth upon men's thoughts, that doth bring lies in favour,
but a natural though corrupt love of the lie itself.

IV. Examine the following for Indefinite Pronouns :—

- (1.) While both contend
To win her grace whom all commend.
- (2.) He that standeth at a stay when others rise can hardly
avoid motions of envy.

(3.) I am none of these, my lord.

(4.) For equalities are so weighed, that curiosity in neither can make choice of either's moiety.

(5.) And one is glad : her note is gay,
For now her little ones have ranged ;
And one is sad : her note is changed,
Because her brood is stol'n away.

V. Parse the Reflexive Pronouns, and say whether they denote Emphasis or Reflection :—

(1.) Richard is himself again.

(2.) Ourselv, by monthly course, shall our abode make with you by due turns.

(3.) Bethink yourself wherein you may have offended him.

(4.) Speak of thy fair self, Edith.

(5.) That Orpheus' self may heave his head
From golden slumber.

(6.) As I walked by myself, I said to myself,
And that selfsame self said to me,
Look out for thyself, take care of thyself,
For nobody cares for thee.

VI. Examine for Substitutes for Demonstratives :—

(1.) Thou losest here a better where to find.

(2.) No book shall be henceforth printed unless the same be first approved by such as shall be thereto appointed.

(3.) The past will always win
A glory from its being far
And orb into the perfect star
We saw not when we moved therein.

(4.) Mazeppa answered—“ Ill betide
The school wherein I learned to ride ! ”
Quoth Charles—“ Old Hetman, wherefore so,
Since thou hast learned the art so well.”

(5.) He could wish himself in Thames up to the neck ; and so I would he were and I by him, at all adventures, so we were quit here.

VII. Parse the Relative Pronouns in the following, and indicate the reference of each ; say also whether they are Co-ordinating or Restrictive :—

(1.) I that did never weep, now melt in woe.

(2.) For there was never yet philosopher that could endure
the toothache patiently.

(3.) Let me have men about me that are fat.

(4.) Scorning the base degrees
By which he did ascend.

(5.) He jests at scars that never felt a wound.

(6.) That which we call a rose
By any other name would smell as sweet.

(7.) Ring in the Christ that is to be.

(8.) Who steals my purse steals trash.

(9.) Princes are like to heavenly bodies, which cause good or
evil times : and which have much veneration, but no rest.

(10.) Of every sort which in that meadow grew
They gathered some, the Violet pallid blew,
The little Dazie, that at evening closes,
The virgin Lillie, and the Primrose trew.

(11.) He left the name, at which the world grew pale,
To point a moral, or adorn a tale.

(12.) Dan Chaucer, the first warbler, whose sweet breath
Preluded those melodious bursts that fill
The spacious times of Great Elizabeth
With sounds that echo still.

(13.) The imputation of his wickedness, by your rule, should
be imposed upon his father that sent him.

VIII. Parse the substitute for the Relatives in :—

(1.) Comedies, such whereunto the better sort of persons do
resort.

(2.) He must have such a servant or tutor as knoweth the
country, as was likewise said.

(3.) It is a strange thing that, in sea voyages, where there is
nothing to be seen but sky and sea, men should make diaries :
but in land travel, wherein so much is to be observed, for the
most part they omit it.

(4.) Next whereunto there stands a stately place,
Where oft I gained gifts and goodly grace.

(5.) I take the grasses of the grave,
And make them pipes whereon to blow.

(6.) Hast thou eaten of the tree whereof I commanded thee
that thou should'st not eat.

IX. Replace the Pronouns in the following, by Synonyms or more general words :—

(1.) O mighty Caesar ! dost thou lie so low ? Are all thy conquests shrunk to this little measure ? Fare-thee-well.

(2.) Princes have to keep due sentinel that none of their neighbours do overgrow so as that they become more able to annoy them than they were.

(3.) It is not only the difficulty and labour which men take in finding out of truth, nor again that when it is found it imposeth upon men's thoughts, that doth bring lies in favour, but a natural though corrupt love of the lie itself.

(4.) When Lazarus left his charnel cave,
And home to Mary's house returned,
Was this demanded—if he yearn'd
To hear her weeping by his grave.

(5.) A light broke in upon my brain—
It was the carol of a bird :
It ceased and then it came again.

(6.) It will be sufficient to its perfection, if it has in it all the beauties of the highest kind of poetry : and as for those who allege it is not an heroic poem, they advance no more to the diminution of it than if they should say Adam is not *Aeneas*, nor Eve *Helen*.

X. Examine for Pronouns generally :—

(1.) Such duty as the subject owes the prince, even such a woman oweth to her husband.

(2.) Now, gods that we adore, whereof comes this.

(3.) It will be acknowledged even by those that practise it not, that clear and round dealing is the honour of man's nature.

(4.) To mery London, my most kindly nurse,
That to me gave this Lifes first native sourse.

(5.) Such a one do I remember whom to look at was to love.

(6.) Our swift scene flies
In notion of no less celerity
Than that of thought.

(7.) They bring me sorrow touched with joy,
The merry, merry, bells of Yule.

(8.) Which is a wonder how his grace should glean it,
Since his addiction was to courses vain.

Correct, or Improve :—

(1.) It is likewise usual in infections, which if you fear them you call them upon you.

(2.) Books that we can carry off at a glance all that is in them are worse than useless.

(3.) It is often seen, that bad husbands have very good wives: whether it be that it raiseth the price of their husband's kindness when it comes, or that the wives take a pride in their patience.

(4.) Though one should meet with disappointment he should never abandon himself to despair.

(5.) The Italians make little difference between children and nephews or near kinsfolk: but so they be of the lump, they care not though they pass not through their own body.

(6.) An Irish Protestant paper notified that a certain Priest had renounced the errors of the Church of Rome for those of the Church of England.

(7.) The true composition of a counsellor is rather to be skilful in their master's business, than in his nature; for then he is like to advise him and not to feed his humour.

(8.) His treatment of Edwin James, who had so shamefully abused the questionable privilege of his profession to question his integrity as an opposing witness, was not only forgiven but even justified by his generous victim.

(9.) A lady, resident in Devonshire, going into one of her parlours, discovered a young ass who had found its way into the room, and carefully closed the door upon himself.

The Adjective.

1. Define the Adjective, and shew fully by examples what is the function of the typical Adjective.

2. Shew how the true Adjective may be distinguished from the Noun used as an Adjective, and the true Noun from the Adjective used as a Noun.

3. Compare (1) Modern English, (2) Chaucerian English, (3) Old English with regard to Adjective Inflections.

4. Classify Adjectives, giving three examples of each class. Give Grammatical reasons for the classification.

5. Distinguish with examples the Demonstrative

Adjective from the Demonstrative Pronoun, and enumerate the Adverbial substitutes of each.

6. Give reasons why the following should be formed into separate classes in Grammar:—

(a.) The Pronominal Relative Adjective.

(b.) The Pronominal Possessive Adjective.

(c.) The Adjectives of Quantity in Mass or Bulk.

7. Give the precise difference between the Possessive Adjective used Predicatively, and the Possessive case of the Personal Pronouns.

8. Distinguish the uses of *this* and *that* when referring backward to *pairs of things*: give the other equivalent forms.

9. Enumerate and derive the several Demonstrative Pronominal Adjectives, and state the precise meaning of each.

10. Distinguish (1) Interrogative Pronouns from Interrogative Adjectives, (2) Relative Pronouns from Relative Adjectives, marking any difference in the application of *which* and *what* in the respective classes.

11. What are the Pronominal Possessive Adjectives: give the several duplicate forms and distinguish their uses.

12. Explain how the duplicate forms of Possessive Adjectives arose, and say what difference in the application of "thine" and "mine" prevailed in Middle compared with Modern English.

13. Classify and give examples of the Adjectives of Quantity, giving the several sub-divisions of the Definite Numerals.

14. Enumerate the chief Indefinite Numerals, and also the chief Distributive Numeral Adjectives.

15. Derive and give the precise meaning of: *Another*,

no, none, no-one, both, an, a, shewing that they are Definite Numerals.

16. Derive and give the several possible meanings of: *Some, any, many, all, whole, every, either, several, certain, other.*

17. What is the precise distinction between the following: (1) All and whole, (2) many and much, (3) the and that, (4) several and sundry, (5) each and either, (6) each and every.

18. State the precise force of: (1) A Noun preceded by the Definite Article, (2) A Noun preceded by the Indefinite Article, (3) A Noun without the Article: shew this by means of examples.

19. Explain fully what is the force of the Definite Article, and the effect of omitting it where it usually occurs. Give the several uses of the Article.

20. Enumerate the several Adjectives that supersede the Article before a Common Noun.

21. Enumerate and exemplify the several substitutes for the Adjective in limiting the Noun.

22. Shew that the Noun used as an Adjective is the result of contraction.

23. Distinguish Restrictive from Predicative Adjectives and exemplify each. In what cases are Adjectives necessarily Predicative.

EXERCISE ON THE ADJECTIVE.

I. Apply the Definition to discriminate the Adjectives in:—

(1.) The early village cock

Hath thrice done salutation to the morn.

(2.) Dost thou think because thou art virtuous there shall be no more cakes and ale.

(3.) It offends me to the soul to hear a robustious periwigged fellow tear a passion to tatters, to very rags.

(4.) Where more is meant than meets the ear.

(5.) Nor you, ye proud, impute to these the fault,
If mem'ry o'er their tomb no trophies raise.

II. Expand the following sentences so as to change the words in Italics (1) into Prepositional phrases, (2) into Participial phrases, (3) into Adjective clauses.

(1.) Meanwhile, welcome joy and feast,
Midnight shout and revelry.

(2.) Nor second he that rode sublime
Upon the *seraph* wings of ecstasy.

(3.) He pass'd the flaming bounds of place and time,
The living throne, the *sapphire* blaze,
Where Angels tremble.

(4.) There does a *sable* cloud
Turn forth her *silver* lining on the night.

(5.) Here was an honourable compromise,
A *half-way* house of diplomatic rest.

(6.) The Intellect is the *thinking* function of the Mind.

III. Say whether the following words in Italics are Adjectives or Pronouns :—

(1.) I crave *no more* than hath your highness offered.

(2.) Have *more* than thou shovest,
Speak *less* than thou knowest.

(3.) On the *other* side, nobility extinguisheth the passive envy from *others* towards them, because they are in possesation of honour.

(4.) And so with *any* number of men, *each* carrying out in his own case, without detriment to *others*, a sentimental preference.

IV. Examine for Pronominal Adjectives :

(1.) Unsphear the spirit of Plato to unfold what worlds or what vast regions hold the immortal mind that hath forsook her mansion in this fleshly nook.

(2.) This is my son, mine own Telemachus,
To whom I leave the sceptre and the isle.

(3.) Old townsmen will be still sitting at their street door, though thereby they offer age to scorn.

(4.) What men are they ? Such as trample on all foes.

(5.) We drove afield, and both together heard
What time the gray fly winds her sultry horn.

(6.) Who but must laugh, if such a man there be !

V. Parse the words in Italics, and specify the meaning of each :—

(1.) Thus Kent, O princes, bids you *all* adieu.

(2.) That *self* mould that fashioned thee
Made him a man.

(3.) A *certain* man planted a vineyard.

(4.) Find out *some* uncouth cell.

(5.) And question'd *every* gust of rugged wings,
That blows from off *each* beaked promontory.

(6.) The *sundry* contemplation
Of my travels is a most humorous sadness.

(7.) They chain'd us *each* to a column stone,
And we were three—yet, *each* alone :
We could not move a single pace,
We could not see *each* other's face.

VI. Which of the several meanings of the Article is employed in each of the following :—

(1.) Man is mortal : a man is mortal : a man is in the garden : the man is mortal : the man was colonel of his regiment, and much respected in society.

(2.) There is in *human* nature more of the fool than of the wise : and to the *vulgar* boldness hath somewhat of the ridiculous.

(3.) Whom lovely Venus at a birth, with two sister graces more, to ivy-crowned Bacchus bore.

(4.) And every shepherd tells his tale,
Under the hawthorn in the dale.

(5.) None but the brave deserves the fair.

(6.) How nations sink by darling schemes oppressed,
When vengeance listens to the fool's request.

(7.) The breezy call of incense-breathing morn.
The swallow twittering from the straw-built shed,
The cock's shrill clarion, or the echoing horn,
No more shall rouse them.

(8.) They sell the pasture now to buy the horse.

VII. Say whether the Adjectives in the following are Restrictive or Predicative :—

(1.) Come, pensive nun, devout and pure,
Sober, steadfast, and demure.

(2.) Chill penury repressed their noble rage.

(3.) I come to pluck your berries harsh and crude.

(4.) What human voice can reach the sacred organ's praise.

(5.) Each in his narrow cell for ever laid,
The rude forefathers of the hamlet sleep.

(6.) Some mute inglorious Milton here may rest,
Some Cromwell guiltless of his country's blood.

(7.) He doth bestride the narrow world like a Colossus.

(8.) He is a gentlemen, steady in his principles, of nice honour, with abundance of learning ; brave as the sword he wears, and bold as a lion ; a sure friend and an irreconcilable enemy.

(9.) Imperious Caesar, dead and turned to clay,
Might stop a hole to keep the wind away.

VIII. Examine for Adjectives, and parse each fully :—

(1.) And find I am alone felicitate,
In your dear highness' love.

(2.) Thy converse drew us with delight,
The men of rathe and riper years.

(3.) Virtuous and vicious every man must be,
Few in the extreme, but all in the degree.

(4.) Sundry persons have in divers manners shewn how impossible it is for each man or even both men to cope with all the three obstacles.

(5.) His true titles to some certain dukedoms, and generally to the crown and seat of France.

IX. Correct :—

(1.) I will sell my dukedom, to buy a slobbery and a dirty farm.

(2.) There is no other cure of envy but the cure of witchcraft.

(3.) For when things are once come to the execution, there is no secrecy comparable to severity.

(4.) The price of admission is a very nominal one.

(5.) Virtue only constitutes a happiness which is universally attainable.

(6.) There are very many things which you cannot possibly have a true notion of in a single life ; these are such as respect the married state.

(7.) They both happened to meet at the house of a mutual friend.
 (8.) The book is sold at the limited price of half-a-crown.
 (9.) Her future life was said to have been fortunate.
 (10.) They lived in two contagious houses.

The Verb.

1. Define the Verb : distinguish the Verb from any other Part of Speech that may be used in the Predicate.
2. Classify Verbs, stating fully the distinguishing features of each class.
3. What are (1) Reflexive, (2) Reciprocal, (3) Auxiliary, (4) Impersonal, (5) Quasi-Auxiliary Verbs ?
4. Mention the several ways by which Intransitive Verbs may become Transitive.
5. Enumerate with examples the other Parts of Speech that may be used as Verbs.

EXERCISE ON THE VERB.

I. Apply the definition to discriminate the Verbs in

- (1.) For her own person, it beggared all description.
- (2.) They fool me to the top of my bent.
- (3.) A thousand fantasies
 Begin to throng into my memory,
 Of calling shapes, and beckoning shadows dire,
 And airy tongues that syllable men's names.
- (4.) My blessing with thee,
 And these few precepts in thy memory
 See thou character.
- (5.) Speak the speech trippingly on the tongue :
 But if you mouth it, as many of your order do,
 I had as lief the town crier spoke my lines :
 It out-Herod's Herod : Pray you avoid it.
- (6.) 'Tis the place, and all around it, as of old, the curlews call,
 Dreary gleams about the moorland flying over Locksley Hall.

II. In the following, say whether the Verbs are (1) Transitive, (2) Intransitive, (3) of incomplete predication, (4) Auxiliary, or (5) Impersonal :—

- (1.) Like a cloud of fire
The blue deep thou wingest.
- (2.) By heaven ! methinks it were an easy leap
To pluck bright honour from the pale-faced moon.
- (3.) Parting is such sweet sorrow
That I shall say good-night till it be morrow.
- (4.) From that full meridian of my glory
I haste now to my setting.
- (5.) Divinity maketh the love of ourselves the pattern : the love of our neighbours but the portraiture.
- (6.) I sat me down to watch upon a bank.
- (7.) Them seemed they never saw a sight so fair.
- (8.) Oft on a plot of rising ground,
I hear the far-off curfew sound.
- (9.) It comforts me in this one thought to dwell,
That I subdued me to my father's will.
- (10.) Then lies him down the lubber fiend,
And, stretched out all the chimney's length,
Basks in the sun his hairy strength.

III. Give sentences in which the several Intransitive Verbs in the following become Transitive, and conversely :—

- (1.) He burst a blood vessel.
- (2.) The people assembled to witness the spectacle.
- (3.) Boldness is ever blind, for it seeth not dangers and inconveniences.
- (4.) The United Provinces of the Low Countries in their Government excel.
- (5.) Industry enriches, tyranny depraves, and virtue ennobles.

IV. Say what Parts of Speech are the words in Italics :—

- (1.) Richard is hoarse with *daring* thee to arms.
- (2.) How this world is given to *lying*.
- (3.) He hath a tear for pity, and a hand
Open as day for *melting* charity.

(4.) Consideration like an Angel came
And whipped the *offending* Adam out of him.

(5.) The first bringer of unwelcome news
Hath but a *losing* office : and his tongue
Sounds ever after as a sullen bell,
Remember'd knelling a departing friend.

(6.) His highest *praising* is not flattery, and his plainest
advice is a kind of *praising*.

(7.) And renders ye as *willing* to repeal any *Act* of your own
setting forth as any set forth by your predecessors.

(8.) Leave *writing* plays, and choose for thy command
Some peaceful province in Aerostic land.

(9.) Of *diff'reng* themes the *veering* song was mix'd :
And now it courted Love, now *raving* called on Hate.

(10.) The old order changeth, *yielding* place to new,
And God fulfils Himself in many ways.

**V. Point out the Infinitives in the following, and
say what their function is in the sentence :—**

(1.) What went ye out for to see.

(2.) To be, or not to be, that is the question.

(3.) Sure, I shall never marry like my sisters,
To love my father all.

(4.) Shades of the prison-house begin to close
Upon the growing boy.

(5.) Truths that wake,
To perish never.

(6.) It is no baseness for the greatest to descend,
And look into their own estate.

VI. Correct :—

(1.) First he denied you had in him no right.

(2.) Desire my servant to speak to me.

(3.) While we have no positive assurance on this point, I
consider that his opinion should be wholly discounted as not
bearing on the actual case.

(4.) It is difficult to permeate the masses with sound ideas.

(5.) Observations were made which seemed to me to displace
surmise and perplexity by the clearer light of physical demon-
stration.

(6.) He was sent to prepare the way by preaching of
repentance.

(7.) Such groans of roaring wind and rain, I never remember
to have heard.

The Adverb.

1. Define the Adverb, and show how far it is that the Adverb modifies Adjectives and other Adverbs.
2. Explain those anomalous cases in which the Adverb appears to modify (1) Prepositions, (2) Nouns, with examples of each.
3. Explain fully, with examples, the difference between the Notional or Simple and Relational or Relative Adverbs. How far does this distinction apply to (1) Parts of Speech, and (2) to all words.
4. Classify Adverbs, and give two examples of Notional and two of Relational Adverbs in each class. Justify the classification on Grammatical grounds.
5. Classify the Pronominal Adverbs of Place, and shew whether they are Notional or Relational.
6. Derive and trace the successive meanings of "now," "here," "where," "there," "hence," "whence," "once," "ever," "again".
7. Give examples of Compounds of the Pronominal Adverbs of Place, and shew that they may be extended to express *time, cause or reason, manner*.
8. Derive and trace the several meanings of the Adverbs:—*as, enough, only, so, than, the, too*. Give the precise function of these as Adverbs of Comparison.
9. Give, with examples, the several divisions of (1) Adverbs of Place, (2) Adverbs of Degree, (3) Adverbs of Belief and Disbelief.
10. Say which class of Adverbs is largest, and state the reason.
11. Shew, by examples, that (1) Phrases and (2) Clauses may be substitutes for each of the six classes of Adverbs.

12. Enumerate the Relative Adverbs that serve as connecting links for the several kinds of Adverbial Clauses.

13. What other Parts of Speech may be substitutes for the Adverb: give two examples of each.

14. How is the employment of Adjectives as Adverbs explained.

EXERCISE ON THE ADVERB.

I. Apply the Definition of the Adverb to discriminate the Part of Speech of the words in Italics:—

- (1.) *Aye, every inch*, a King.
- (2.) I am no orator, *as* Brutus *is*.
- (3.) *Hence*, loathed melancholy.
- (4.) *Right* against the eastern gate,
Where the great sun begins his state.
- (5.) Comrades, leave me here a *little*, *while* *as yet* 'tis early morn.
- (6.) And pore upon the brook that babbles *by*.
- (7.) *As home* he goes beneath the joyous moon.
- (8.) We will speak of nobility *first as* a portion of an estate,
then as a condition of particular persons.

II. Examine for Adverbs and refer each Adverb to its Class:—

- (1.) This is the more generous, for it is undisguised.
- (2.) Yet thou art higher far descended.
- (3.) When music, heav'ly maid, was young,
While yet in early Greece she sung,
The Passions oft, to hear her shell
Throng'd around her magic cell.
- (4.) How jocund did they drive their team afield.
- (5.) I will seek him, sir, presently.
- (6.) 'Twas a lay
More subtle-cadenced, more forest wild
Than Dryopes lone lulling of her child :
And nothing since has floated in the air
So mournful strange.

III. Point out the (1) Simple or Notional, and (2)

Relative or Relational Adverbs in the following, giving reasons in each case :—

- (1.) They pass by me as the idle wind.
- (2.) So shape chased shape, as swift as when to land
Bluster the winds and tides the self-same way.
- (3.) He is so zealous an assertor of the liberties of the people, that he is too jealous of the growing power of all princes, in whom he thinks ambition so natural that he is not for trusting the best of princes with the power which ill ones may make use of against the people.
- (4.) To her a Prussian Grenadier Sergeant and Regiment's Schoolmaster was little other than a Cicero and Cid. What you see, yet cannot see over, is as good as infinite.

IV. Point out the Adverb Phrases, referring them to their class :—

- (1.) Cowards die many times before their death.
- (2.) I advise you to the best : go armed.
- (3.) Methinks you are too much of late in the frown.
- (4.) Thee Chauntress oft the woods among
I woo to hear thy even-song.
- (5.) Far from the madding crowds ignoble strife,
Their sober wishes never learn'd to stray.
- (6.) Of old sat freedom on the heights,
The thunders breaking at her feet.
- (7.) No one is admitted here without a knowledge of Geometry.
- (8.) It was in some such mood, when wearied and foredone with these high speculations, that I first came upon the question of clothes.
- (9.) This was beyond all comparison the best speech of the debate.
- (10.) From thee Great God we sprang, to thee we tend.

V. What Parts of Speech are the following, and why :—

- (1.) I could have *better* spared a *better* man.
- (2.) He was a scholar, and a ripe and *good* one ;
Exceeding wise, *fair* spoken, and *persuading*.
- (3.) Two fairer birds I *yet* did never see.
- (4.) *Yet* I argue not
Against Heaven's hand or will, nor bate a jot
Of heart or hope, but *still* bear up and steer *right* onward.

(5.) *Smooth* runs the water where the brook is deep.
 (6.) She doth teach the torches to burn *bright*.
 (7.) Such noise as I can make to be heard *farthest* I'll venture,
 for my *new* enlivened spirits prompt me.

(8.) Nick Machaviel had *ne'er* a trick,
 Though he gave his name to our Old Nick.

VI. Correct :—

- (1.) The then Lord Chancellor opposed the Bill.
- (2.) I rose whenever I heard the clock strike eight.
- (3.) My lord Duke's entertainments were both seldom and shabby.
- (4.) A good crop can only be raised from a fertile soil.
- (5.) Boys from all the schools competed, and their success or otherwise indicated whose teaching was most efficient.
- (6.) He acted conformable to his eagerness of thought.
- (7.) Previous to this he had been chosen Member for Cork.
- (8.) 1627 is only marked by a metrical letter to Young.
- (9.) He only lived but till he was a man.
- (10.) Lord Shand's address at the opening of the winter session of the Watt Institution, in Edinburgh, a few weeks ago, compressed into a pamphlet, and to be had from any bookseller, gives, in condensed form, the soundest estimate of what technical education is or ought to be.

The Preposition.

1. Define the Preposition ; shew its affinities to and difference from the Conjunction. What is the crucial test between these two Parts of Speech.
2. Reconcile with the Definition the cases in which the Preposition appears (1) to govern Adverbs, or (2) to govern Adjectives, or (3) to relate Nouns to Nouns.
3. Classify Prepositions ; on what grounds is the classification justified.
4. Enumerate what are called the Case Prepositions ; derive them, and state what are their cognates in the classical languages.
5. What was the original meaning of "of" ; give the

several meanings the word now possesses, and shew how they branch from its original meaning; give any obsolete meanings of the word.

6. What meanings has "of" acquired since the Old English period. Compare Old English and Modern English with respect to the use of "of".

7. When "of" follows a Verbal Abstract Noun derived from a Transitive Verb it may govern the Subject or the Object of the action implied in the Verbal Noun. Give examples to illustrate each of these cases.

8. Shew, by examples, that this Subjective and Objective use of "of" may lead to ambiguities.

9. State the several meanings of "to," "for," and "with," with examples of each, tracing the connection between the primary meaning of each and the several secondary meanings.

10. Give the original and several derived meanings of "from," "by," "in," and examples of each.

11. Enumerate the several Prepositions of *Place* and the sub-class of each; distinguish *at* and *in* as Prepositions of Place.

12. Give examples shewing (1) the literal meaning, and (2) the metaphorical extensions of *to*, *near*, *into*, *towards*.

13. Discuss the several applications of *on*, *up*, *above*, *over*; derive the words; give their opposites and examples of their use.

14. Give the derivation, the original meaning and the several applications of each of the following:—*across*, *after*, *along*, *before*, *behind*, *between*, *through*.

15. State and exemplify the several meanings of *about*, *against*, *beyond*, *without*.

16. Enumerate the chief Prepositions of Time, and give the derivation of each.

17. Give some examples of words that are employed both as Adverbs and Prepositions, and state by what marks the true Prepositions may be known.

18. Give examples of Prepositions that were originally (1) Genitives, (2) Comparatives, (3) Imperatives.

19. Shew, by examples, under what circumstances it is that "of" admits of the Subjective and Objective meanings.

EXERCISE ON THE PREPOSITION.

I. Apply the Definition to discriminate the Prepositions in the following sentences :—

- (1.) Hard by, a cottage chimney smokes,
From betwixt two aged oaks.
- (2.) What went ye out for to see.
- (3.) Next these learn'd Jonson in this list I bring,
Who had drunk deep of the Pierian spring.
- (4.) I protest,
Maugre, thy strength, youth, place and eminence.
Despite thy victor sword and fire-new fortune,
Thy valour and thy heart, thou art a traitor.
- (5.) Touching our person seek we no revenge.
- (6.) I saw the dungeon walls and floor
Close slowly round me as before.

II. State the precise meaning of the Prepositions in the following :—

- (1.) Tis no sin for a man to labour in his vocation.
- (2.) Anything so overdone is from the purpose of playing.
- (3.) For her own person, it beggared all description.
- (4.) Nor Jove himselfe, when he a Swan would be,
For love of Leda, whiter did appeare.
- (5.) Ourselv by monthly course,
With reservation of an hundred knights,
By you to be sustained, shall our abode
Make with you by due turns.

(6.) They saw in Tempe's vale her native maids,
 Amidst the festal sounding shades,
 To some unweared minstrel dancing.

(7.) With that sharp sound the white dawn's creeping beam,
 Stol'n to my brain, dissolved the mystery
 Of folded sleep.

(8.) Doom'd for a certain term to walk the night,
 And for the day confined to fast in fires.

(9.) How dost thou, my good fellow? Truly, sir, the worse
 for my friends and the better for my enemies.

III. Indicate the meanings of "of," distinguishing
 the Objective and Subjective meanings:—

(1.) Wherein doth sit the dread and fear of kings.

(2.) With good acceptance of his majesty.

(3.) Let her great Danube rolling fair
 Enwind her isles, unmarked of me.

(4.) This, of all virtues and dignities of the mind, is the
 greatest, being the character of the Deity, and without it man
 is a busy, mischievous, wretched thing, no better than a kind
 of vermin.

(5.) When the dragon womb
 Of Stygian darkness spits her thickest gloom,
 And makes one blot of all the air.

(6.) Hence, loathed melancholy, of Cerberus and blackest
 midnight born.

(7.) And sable stole of Cipres lawn over thy decent shoulders
 drawn.

(8.) And bid them hither cast their bals and flowerets of a
 thousand hues.

(9.) Here stopped the good old sire and wept for joy,
 In silent raptures of the hopeful boy.

(10.) A land of settled government,
 A land of just and old renown.

(11.) Myself not least, but honoured of them all.

(12.) Of twenty yere of age he was I gesse,
 Of his stature he was of even lengthe,
 And wonderly delivre, and grete of strengthe.

IV. Refer to their sub-classes the following Preposi-
 tions of Place:—

(1.) Some time walking not unseen
 By hedge-row elms, on hillocks green.

- (2.) Anything so overdone is from the purpose of playing.
- (3.) Among the stones I stood a stone.
- (4.) Deal not with us after our sins, neither reward us after our iniquities.
- (5.) Go forth under the open sky and list to Nature's teachings.
- (6.) That never set a squadron in the field.
- (7.) In shape no bigger than an agate stone.
On the fore-finger of an Alderman.
- (8.) Like one that on a lonesome road;
Doth walk in fear and dread.
- (9.) He stared at the Pacific— and all his men.
Look'd at each other with a wild surmise—
Silent, upon a peak in Darien.

V. State precisely the meaning of the following Prepositions :—

- (1.) Frame the business after your own wisdom.
- (2.) Meanwhile the rural ditties were not mute,
Temper'd to th' oaten flute.
- (3.) Heaven lies about us in our infancy.
- (4.) And all the meades adorn'd with daintie gemmes
Fit to deck maiden's bowers
And crown their paramours
Against the bridale day, which is not long.
- (5.) Between the acting of a dreadful thing, and the first motion, all the interim is like a phantasma.
- (6.) The flame that lit the battle's wreck
Shone round him o'er the dead.

VI. Parse and give the meaning of the Prepositions in the following :—

- (1.) All out of work and cold for action.
- (2.) Swell, bosom, with thy fraught,
For 'tis of aspic's tongues.
- (3.) And let some strange mysterious dream
Wave at his wings in airy stream,
Of lively portraiture displayed
Softly on my eyelids laid.
- (4.) Tremble, thou wretch,
That hast within thee undivulged crimes,
Unwhipped of justice.

(5.) No place will please me so, no mean of death,
 As here by Cæsar, and by you cut off,
 The choice and master spirits of this age.

(6.) And on the tree of life,
 The middle tree, and highest there that grew,
 Sat like a cormorant.

(7.) 'Tis the utmost thou hast in thee, out with it then.
 Up, up !

VII. Correct :—

(1.) He divided his estate between his three sons.

(2.) The wisest princes need not think it any diminution to their greatness to rely on counsel.

(3.) I think it must have been to some such primitive explanation of the whooping-cough, that there has grown up in Austria the unique custom of treating that disease by administering the rod.

(4.) He could not forbear from doing this.

(5.) This peculiarity is found among every species of liberty.

(6.) Do you differ with me on this point ?

(7.) Breaking a constitution by the very same errors that so many have been broken before.

(8.) Those things which have the greatest resemblance with each other frequently differ the most.

(9.) Between the junction of the Zuba and Feather rivers, a considerable space is left dry.

The Conjunction.

1. Define the Conjunction ; reconcile with the Definition the case where the Conjunction appears to join single words.
2. Give examples of (1) Prepositions and (2) Adverbs that have come to be used as Conjunctions, and shew how they are to be distinguished from the true Preposition and Adverb.
3. Classify Conjunctions and justify the Classification on Grammatical grounds.

4. On what principle are (1) the Co-ordinating and (2) the Subordinating Conjunctions classified.

5. Enumerate the chief Cumulative Conjunctions, and derive :—*and, also, only, further, partly, well*.

6. What is the precise difference between :—

and and as well as.

also „ likewise.

both—and „ not only—but.

7. Give examples of *now, then, well, moreover, further*, as Cumulative Conjunctions, and shew that *now* has different meanings as a Cumulative Conjunction.

8. Enumerate the Adversative Conjunctions, and give the Grammatical reasons for sub-dividing them into three classes.

9. Distinguish the Exclusive from the Alternative use of *or* with examples of each use.

10. Distinguish the exclusive and the arrestive uses of *but*. Shew, by examples, that *but* is often employed loosely for other Conjunctions.

11. Derive and give the precise Conjunctive force of the words :—*nevertheless, however, still, yet.*

12. State precisely the difference between the Illative Conjunctions and the Subordinating Conjunctions of Reason.

13. Derive and state the precise force of the following Illative Conjunctions :—*therefore, accordingly, thus, so, then.*

14. Enumerate the Subordinating Conjunctions of Cause or Reason, and shew the relation between them and the Illative Conjunctions.

15. Derive and state the force of the following Conjunctions of reason :—*as, because, for, since, whereas.*

16. Enumerate the Conjunctions of Condition, dividing them into those expressing (1) Affirmative or Positive Condition and (2) Negative Condition.

17. Enumerate the chief sets of Correlative Conjunctions, and mention the classes to which they belong.

18. Give the Derivation and exact meaning of *albeit*, *although*, *as*, *if*, *whether*, *unless*, *except*.

19. Give the chief Conjunctions of end or purpose ; the origin and exact force of each.

20. What are the chief Conjunctions of Time ; how are they to be distinguished from the Adverb and Preposition.

21. To what different classes may the following Conjunctions belong :—*or*, *whereas*, *now*, *as*, *since*, *that*, *then*, *while*.

22. What several uses are the following Conjunctions put to :—*but*, *now*, *if*, *or*, *that*.

EXERCISES ON THE CONJUNCTION.

I. Parse the Conjunctions in the following sentences, and state in each case why the word is a Conjunction :—

(1.) Then poor Cordelia !

And yet not so, since I am sure my love's
More richer than my tongue.

(2.) Let me, if not by birth, have lands by wit.

(3.) I deny not but that it is of greatest concernment in the Church and Commonwealth, to have a vigilant eye how bookes demeane themselves as well as men.

(4.) For books are not absolutely dead things, but doe contain a potencie of life in them.

(5.) Therefore, to avoid the scandal and the danger both, it is good to take knowledge of the errors of a habit so excellent.

(6.) Neither is there only a habit of goodness directed by right reason : but there is in some men, even in nature a disposition towards it.

(7.) By thy long gray beard and glittering eye,
Now wherefore stopp'st thou me.

(8.) New nobility is but the act of power, but ancient nobility is the act of time.

II. Point out the Conjunctions in the following, and state the precise force of each :—

(1.) I am wrong, so are you.

(2.) Thus there was absolutely no opposition. Nay, there was no sign from which it could be guessed in what quarter opposition was likely to arise.

(3.) This is to be ascribed partly to the suppression of the clan system, partly to the abolition of hereditary jurisdiction.

(4.) John Home, a Scotchman, was rewarded for the tragedy of Douglas, both with a pension and with a sinecure place.

(5.) It was necessary not only to bribe, but to bribe more flagitiously and shamelessly than his predecessors.

III. Refer to their classes the Adversative Conjunctions in :—

(1.) Nor circumscrib'd alone
Their growing virtues, but their crimes confined.

(2.) The most tolerable sort of revenge is for those wrongs which there is no law to remedy : but then let a man take heed the revenge be such as there is no law to punish, else a man's enemy is still beforehand.

(3.) There is yet some good in public envy, whereas in private there is none.

(4.) You are not wood, you are not stones, but men.

(5.) He disliked the shameful laws against dissenters ; but he never could be induced to bring forward a proposition for repealing them.

(6.) The history of the first ten years of the reign of George III. is imperfectly known to us. Nevertheless we are inclined to think that we are in a condition to lay before our readers a narrative, neither uninstructive nor uninteresting.

IV. Which of the several meanings of "or" and "but" occur in the following :—

(1.) What, in the least, will you require in present dower with her or cease your quest of love.

(2.) Cosmus, Duke of Florence, had a desperate saying against perfidious or neglecting friends.

(3.) For who would leave, unbrib'd, Hibernia's land,
Or change the rocks of Scotland for the Strand ?

(4.) The Italians make little difference between children and nephews or near kinsfolk.

(5.) A wise son rejoiceth the father, but an ungracious son shames the mother.

(6.) Some of the party still continued to grumble over their punch at the Cocoa-tree : but in the House of Commons not a single one of the malcontents durst lift his eyes above the buckle of Pitt's shoe.

V. Distinguish the Illative Conjunctions from the Subordinating Conjunctions in :—

(1.) Those that have joined with their honour great perils are less subject to envy, for men think they earn their honours hardly.

(2.) A compromise was at length effected, so then the Bill passed without further opposition.

(3.) And, for the time shall not seem tedious,
I'll tell thee what befel me.

(4.) The scene possessed no further interest for us, so we retraced our steps.

(5.) He determined to advance, seeing that no other course was open.

(6.) I hate him for he is a Christian :
But more for that in low simplicity,
He lends out money gratis.

VI. Say whether the following words in Italics are Adverbs or Conjunctions :—

(1.) Heaven is above all *yet* ; *there* sits a judge
That no king can corrupt.

(2.) We will speak of nobility *first as* a portion of an estate,
then as a condition of particular persons.

(3.) *For* new nobility is *but* the act of power, *but* ancient nobility is the act of time.

(4.) It makes men wary of themselves *as* looking no farther ;
and we see the times inclined to *Atheism*, *as* the time of Augustus Cæsar, were civil times.

(5.) I believe, *as* cold a night as 'tis, he could wish himself in Thames up to the neck ; and so I would he were, and I by him at all adventures, *so we were quit here.*

(6.) Come not too near, you fall on iron stakes *else.*

VII. Refer the Correlative Conjunctions in the following sentences to their several classes :—

(1.) Neither despise nor oppose what you do not understand.

(2.) The matter was no sooner proposed, than he privately withdrew to consider it.

(3.) Though he slay me, yet will I trust him.

(4.) Seem they religious ?

Why, so didst thou : or are they spare in diet,
Free from gross passion or of mirth or anger,
Such and so finely bolted didst thou seem.

(5.) The hall was so commodious as to afford abundant room for all.

(6.) Whether the muse, or love, call thee his mate,
Both them I serve, and of their train am I.

(7.) And religiously unfold

Why the law Salique that they have in France,
Or should or should not bar us in our claim.

(8.) As the stars, so shall thy seed be.

VIII. Parse for Conjunctions, giving a full account of each :—

(1.) For as for the first wrong, it doth but offend the law, but the revenge of that wrong putteth the law out of office.

(2.) If English tradition is to be trusted, the clergy still felt insecure.

(3.) Not in entire forgetfulness,
And not in utter nakedness,
But trailing clouds of glory do we come
From God, who is our home.

(4.) If they march along unfought withal—but I will sell my dukedom to buy a farm.

(5.) Of one, whose subdu'd eyes,
Albeit unused to the melting mood,
Drop tears as fast as the Arabian trees
Their med'cinal gum.

(6.) Or who knows but papa will give you some assistance, and that will be the same as if he set you upon a stool that you might reach down what you wanted.

(7.) Especially it is a sport to see when a bold fellow is out of countenance, for that puts his face into a most shrunken and wooden posture, as needs it must—for in bashfulness the spirits do a little go and come—but with bold men they are like a stale at chess, where it is no mate, but yet the game cannot stir.

IX. Correct the following sentences, and give reasons :—

(1.) He waived indifferently 'twixt doing them neither good nor harm.

(2.) They have no freedom, neither in their persons nor in their actions.

(3.) For, if absurdity be the subject of laughter, doubt you not but great boldness is seldom without some absurdity.

(4.) Here various errors are committed but all of them are of serious moment.

(5.) In this view he is supported by Bishop Butler than whom no one is more entitled to speak on such a subject.

(6.) The man that hath no music in himself,
Nor is not moved with concord of sweet sounds.

(7.) I saw her again laid up with a fever she had caught in her vacation, and which had proved fatal.

(8.) Preferring to know the worst than to dream the best.

(9.) I gain'd a son :
And such a son as all men hail'd me happy.

(10.) I attended the lecture from personal regard to the lecturer, and not because I either approved his views on the subject or the alleged facts from which he derived them.

(11.) Rank had neither conferred on him dignity nor good manners.

(12.) The annual volume of "Life and Work" is published, and contains a great deal of reading which will not only be acceptable to Church goers but to other people.

INFLECTION.

1. Explain and exemplify what Inflection is; shew the difference between an inflection of a word and a suffix.
2. What parts of Speech are inflected; say what the inflections are in each case.
3. Classify languages according to the prevalence of Inflection in them, and give the English language its proper place in the classification.
4. Shew fully, by examples, what is the tendency of English with regard to inflections.
5. How is the English language compensated for its loss of inflections. What are the advantages and disadvantages of uninflected languages.
6. Shew that modern inflections are merely the remains of significant words; mention examples where the successive stages are still traceable.

Gender.

1. Distinguish Gender and Sex; shew how Gender in English differs from Gender in the classical languages. What is natural Gender, and what is purely grammatical Gender.
2. What are the Genders in English. What sort of words are said to be of Common Gender; give examples of words to show that the tendency of Modern English is to drop distinctions of Gender.
3. Point out which of the three ways of distinguishing Gender is, properly speaking, an Inflection and say why.
4. Give the feminine of *Mallard*, *milter*, *wether*, *ruff*, *sloven*, *tailor*.

5. Shew by their derivation that the following are really cases of Inflection: *goose, lady, niece, queen, lass.*
6. Give instances of Masculine Nouns formed from the corresponding feminine; and of nouns formerly common, but now Masculine or Feminine.
7. Shew that the usage of different words to denote Gender arose from the different functions of the Sexes.
8. Give the three classes of Suffixes to denote Gender, with examples; also the three several ways in which the suffix *-ess* is added, with examples of each.
9. Give six examples of words in *-ster* that were formerly Feminine but latterly came to lose their feminine signification.
10. Derive the feminine of *Duke, Emperor, Master, Marquis*, and give two examples of feminines in *-trix, -ine, -ina, -a*.
11. Give examples of words with (1) Teutonic endings to denote Gender, (2) double feminine endings.
12. Explain and exemplify Poetical Gender and say on what grounds words denoting inanimate things have Gender assigned to them.
13. Explain how it is that in Personification some words are treated as Masculine and others as feminine.
14. What is the usage as to the Gender of Demonstrative Pronouns referring to Nouns of Common Gender.
15. Give examples to shew that the feminine ending tends to be dropped when sex is not an essential element in the application of the word.
16. What ambiguities may arise in the use of the words, *queen, mistress, author*. Give further examples.

17. Compare Old English and Modern English in respect of Gender ; say what were the terminations to denote Gender in Old English.

18. What was the most distinctive mark of Masculine and Feminine (1) in Old English ; (2) in Chaucer's time.

19. Remark on the Gender of the following nouns : *witch, widower, lass, lady, queen, gander, drake, bridegroom, woman.*

20. Mention the several qualifying words denoting sex that enter into composition to indicate Gender, and give one example of each.

EXERCISES ON GENDER.

I. What is the Gender of the words in italics ; say which of the words have got inflection for Gender :—

(1.) George Eliot is the greatest *Novelist*, if not indeed the greatest *Author* of our time.

(2.) He was born in 1714, in Gloucester, in the Bell Inn, of which his mother was *proprietor*.

(3.) Say first, what cause,

Moved our grand *parents* to fall off
From their Creator, and transgress his will
For one restraint, *lords* of the world beside.

(4.) When *Music*, heavenly maid, was young,
While yet in early Greece she sung.

(5.) In its natural state the *hedge-hog* is nocturnal.

(6.) *Earth* felt the wound ; and *Nature*, from her seat
Sighing, through all her works gave signs of woe
That all was lost.

(7.) I see before me the *Gladiator* lie.

(8.) Go to the *ant*, thou *sluggard*.

II. Give the Feminine of the Masculine Nouns in the following, and the Masculine of the Feminine Nouns :—

(1.) Here's to the maiden of bashful fifteen ;
Here's to the widow of fifty.

(2.) He knew the tavernes wel in every town,
 And everych hostiler and tappestere,
 Bet than a lazer, or a beggestere.

(3.) Immured in Cypress shades a sorcerer dwells.

(4.) The ruff derives its name from the fact that the male has
 a ruff round its neck.

(5.) Drones suck not eagles' blood, but rob bee hives.

(6.) I know a wench of excellent discourse, pretty, and witty.

(7.) Sporting the lion ramped, and in his paw
 Dandled the kid ; bears, tigers, ounces, pards,
 Gambolled before them.

(8.) Now the wolf behowls the moon.

(9.) An Haberdasshere and a Carpenter,
 A Webbe, a Deyere, and a Tapicer.

(10.) He thanked his co-adjutors for their services.

III. Note any peculiarity with regard to Gender in the following :—

(1.) Bridegroom, drake, earl, gander, horse, huckster, husband, king, lord, knave, man, stag, steer, sir.

(2.) Carlin, daughter, duck, girl, lady, lass, madam, maid, nun, niece, queen, reeve, spinster, vixen, wench, wife, widow, witch.

(3.) Steed, deer, swine, songster.

IV. Derive the mark of Gender in each of the following words :—

(1.) Ewe-lamb, mistress, conductor, infanta, trickster, drake, seamstress, vixen.

(2.) Spawner, father, gander, filly, songstress, giantess, heroine, empress, washer-woman, carlin, lady.

(3.) Bridegroom, wizard, girl, sloven, nun, heifer, madam, stag, milter, marchioness, hangman, landgravine.

V. Point out the instances of poetical Gender in the following, and account for the Gender assigned in each case :—

(1.) They saw in Tempe's vale, her native maids
 Amidst the festal sounding shades.

(2.) With woful measures wan despair
 Low, sullen sounds his grief beguiled.

(3.) And hope enchanted smiled, and waved her golden hair.

(4.) Stern daughter of the voice of God !
O duty ! if that name thou love.

(5.) For now hath time made me his numbering clock.

(6.) But yonder comes the powerful king of day
Rejoicing in the east.

(7.) O sleep, O gentle sleep,
Nature's soft nurse, how have I frightened thee.

(8.) Tired nature's sweet restorer, balmy sleep !
He, like the world, his ready visit pays
Where fortune smiles.

Number.

1. Define Number and say what usage as to number, now obsolete, prevailed in Old English.
2. Trace the history of the Plural Inflection in -s.
3. State and exemplify the rules as to the pronunciation of the Plural Inflection, giving the reason for each case. To what other Inflections may these rules apply.
4. What is the reason for the rule as to the Plural of Nouns ending in -f ; Give examples of Nouns (1) in which -f changes to -ves for the Plural, (2) that have their Plural in -fs, (3) that form their Plural both ways.
5. What are the rules as to forming the Plural of Nouns ending in -f or -fe. Give the several exceptional cases.
6. Mention and exemplify the exceptional usage as to Nouns ending in -th, and say what was its origin.
7. Give the rules for forming the Plurals of words ending in -o and -y, with the reasons for them.
8. What Old English modes of Inflection, to denote Plural number still survive ? Explain how change of the internal vowel came to denote the Plural number.
9. Give examples of double Inflection for Number, and explain how such a usage should arise.

10. Explain the origin of the usage by which the Singular is the same as the Plural. Give some examples of this usage. Give examples of later assimilation by Nouns of the Old English Plural Inflection -en.

11. What is the usage in English with regard to the Plural of foreign words? Give instances where the foreign and native Plurals are both in use. What is the Plural of *sir*, *miasma*, *appendix*, *seraph*.

12. Give eight instances of words having two Plural forms, with separate meanings; and eight instances of words having one Plural form, with separate meanings.

13. Give four examples of Nouns having two meanings in the Singular, but only one in the Plural; and four examples of Nouns having two meanings in the Plural, but only one in the Singular.

14. Give ten examples of Nouns used only in the Plural.

15. Give ten examples of Nouns which are Plurals *in form* (being the Plurals of obsolete Singulars), but are now construed as Singular.

16. Mention names of branches of knowledge that are Plurals in form only.

17. Give five examples of Nouns Singular in form, but now construed as Plurals.

18. In what cases do (1) Material and (2) Abstract Nouns come to be treated as Common Nouns and so take a Plural.

19. Exemplify the Plural usage of Proper Nouns and Nouns of Multitude.

20. Give instances to shew that the Plural Inflection tends to be disused with a Numeral.

21. Give the several usages in forming the Plurals of Compound Nouns.

22. Point out the Plural marks in the following sentence :—Those soldiers are men that always do their duty.

23. Classify the Nouns that are treated as Plural without any Plural Inflection.

24. Classify the Nouns that are used only in the Plural.

EXERCISES ON NUMBER.

I. Point out the words Inflected for Number in the following, and derive the Inflection in each case, and state any peculiarity connected with it :—

- (1.) No children run to lisp their sire's return.
- (2.) Evil communications corrupt good manners.
- (3.) The lawyer who defended the thieves had on that occasion no other briefs.
- (4.) The ladies handed the prizes to the pupils.
- (5.) The wages of sin is death.

II. State precisely anything noteworthy regarding the Plural Inflection of the following :—

- (1.) Oats, tidings, summons, dominoes, pains, shots, odds, species, brethren, beliefs.
- (2.) Bridges, echoes, mischiefs, peas, news, contents, tidings, goods, geniuses, parts, kine, grottos, scarfs, ashes.
- (3.) Spectacles, breeches, dregs, odds, antipodes, geese, axes, alms, politics, means, corns, mouths.

III. Note any peculiarity with regard to the Number of the words in Italics :—

- (1.) The *paths* of glory lead but to the grave.
- (2.) Twelve *year* since thy father was the Duke of Milan.
- (3.) And let it appear that he doth not change his country *manners* for those of foreign *parts*, but only prick in some flowers of that he hath learned abroad into the *customs* of his own country.
- (4.) Ev'n from the tomb *the voice* of nature cries,
Ev'n in our *ashes* live their wonted fires.

(5.) But what will fame be to an *ephemerae* who no longer exists.

(6.) The writer is, we guess, an American—at least he talks of a fascinating *facetiae*.

IV. Correct (with reasons) :—

(1.) His remains are to be interred on Sunday first.

(2.) You are quite correct in stating that measles are the cause of her death.

(3.) Politics are too strong for the schools, and give them their bias.

(4.) What cares these roarers for the name of king.

(5.) Hobbes is probably the first of whom we can say he is a good English writer.

(6.) The rogue and fool by fits is fair and wise.

(7.) Every one began to have their vexation.

(8.) The school were dismissed in consequence of the news.

(9.) The last year or two have been a time of great political pressure in Prussia.

(10.) Neither you nor I are in the wrong.

(11.) His wages are not enough to support a growing family.

(12.) A moral and honourable mode of action and thought are enforced as a duty.

(13.) The loss of Wilkie and Chantrey seem not likely to be soon supplied.

Case.

1. Define Case ; say how Old English differed from Modern English with regard to inflection for case.

2. How far are English Nouns Inflected for Case.

3. How far are there means of distinguishing by Inflection the Nominative from the Objective. Give any instances of Nouns in the Dative Case.

4. Give the rules for forming the Possessive Inflection in the Singular and Plural respectively ; and also the reasons in each case.

5. What false theory regarding the Possessive Inflection prevailed in the 17th century ; exemplify.

6. What are the rules for the pronunciation of the Possessive Inflection ; give the Cases in which the Possessive sign is omitted for euphony.

7. How do Compound Nouns form the Possessive Case ; what modification is there of the Old English usage.

8. Classify the Nouns that usually take the Possessive Inflection ; shew from this that it is a Personal Inflection in Modern English.

EXERCISE ON CASE.

I. Examine for Case each word in Italics in the following sentences :—

(1.) Is this an hour

For private *sorrow's* barren song ?

(2.) It is our great *mother's* blessing, the earth.

(3.) The shepherd shifts his *mantle's* fold
And wraps *him* closer from the cold.

(4.) I can never win
A soul so easy as that *Englishman's*.

(5.) It is a strange desire to seek power over others, and to lose power over a *man's* self.

(6.) You then, whose judgment the right course would steer,
Know well each *Ancient's* proper character.

(7.) Day set on *Norham's* castled steep,
And *Tweed's* fair river, broad and deep,
And *Cheviot's* mountains lone.

(8.) What mourner ever felt poetic fires
Slow comes the verse, that real *woe* inspires.

(9.) I envy no *man's* prosperity, *who* is unable to sleep.

II. Correct the following, and give reasons for each correction :—

(1.) Thomson's "Seasons" are now little read.

(2.) Nevertheless Asa his heart was perfect with the Lord.

(3.) This is either a man or a woman's voice coming from John and Henry's room.

(4.) They slew Varus, who was him that I mentioned before.

(5.) It is true that Scotch and English patronage are two different things.

(6.) Great was the generalship and various the contrivances.

(7.) Peter's, John's, and Andrew's occupation was that of fishermen.

(8.) The country was laid waste, and even the houses destroyed.

(9.) The king had some doubt of the Hollanders their throwing off the yoke of Spain.

(10.) Whose works are these? They are Cicero the most eloquent of men's.

Inflection of Pronouns.

1. For what are Pronouns inflected? How far have Pronouns got inflection for Gender and Number.
2. Decline the Personal Pronouns; point out what difference in inflection prevailed in Old English.
3. Derive *I, ye, you, my, thy, ours, yours, me*.
4. Distinguish (1) *ye* from *you*, (2) *my* from *mine*, (3) *thy* from *thine*, (4) *our* from *ours*, (5) *your* from *yours*; give examples of the Old Dative usages of the Pronoun.
5. Decline the Demonstratives; give any instances of *double inflection* among the Personal and Demonstrative Pronouns.
6. Derive *his, him, she, hers, it, its*; mention any peculiarity of its (1) as regards origin, (2) as regards application.
7. Give all the Personal and Demonstrative Pronouns that are derived from the Definite Article.

8. Derive and give the Inflections of the Pronouns *this* and *that*, *one* and *other*; mention any Distributive Adjectives that admit of the Possessive Inflection when used as Pronouns.

9. Trace the successive meanings of the Reflexive Suffix *self*, and shew what anomaly there is in the forms *myself*, *thyself*, *ourself*, *yourself*, *one's self*.

10. What are the inflected forms of the Interrogative Pronouns; give the original meanings of those inflections.

11. Give examples of Compound Relatives with an inflected form.

12. What are the various equivalent forms for the several Relative inflections.

13. Shew, by examples, that "whose" is not confined to persons.

EXERCISE ON INFLECTION OF PRONOUNS.

I. Parse the inflected Pronouns in :—

(1.) My wife and myself walked to the foot of the Gorner glacier.

(2.) Treason and murder ever kept together,
As two yoke devil's sworn to either's purpose.

(3.) Who be ye would cross Loch Gyle.

(4.) Villain, I say, knock me at this gate.

(5.) Methought

Close at mine ear one called me forth to walk,
With gentle voice ; I thought it thine : it said,
" Why sleep'st thou Eve " ?

(6.) Why should they practise arts of cunning who have nothing to apprehend.

(7.) The first man took hold of it and told the queen, who would never after hear of the other's suit.

(8.) Vain pomp and glory of the world I hate ye.

(9.) Both must alike from heaven derive their light,
These born to judge, as well as those to write.

(10.) All were on deck amusing themselves as they could.

II. Say whether the words in italics are Personal Pronouns in the Possessive Case or Pronominal Possessive Adjectives :—

- (1.) All that is *mine* becomes *thine* and all *thine* is *mine*.
- (2.) *Their* children yet unborn,
Who dare to raise *their* hands against *their* king.
- (3.) The tempest may break out which overwhelms thee,
And *thine*, and *mine*.
- (4.) And, by God's help,
And *yours*, the noble sinews of our power,
France being *ours*, we'll bend it to our awe,
Or break it all to pieces.
- (5.) Thus glorifying *his* name and mission, who was the Prince of Peace.
- (6.) Give every man *thine* ear, but few *thy* voice.

III. Correct the following sentences, and give reasons for the correction :—

- (1.) Whom do men say that I am ?
- (2.) Who do you take me to be ?
- (3.) I must confess I saw no other leaving the boot shop, except myself.
- (4.) Some there are, who, though they lead a single life, yet their thoughts do end with themselves, and account future times impertinences.
- (5.) Whom none but Heaven and you and I shall hear.
- (6.) The crisis is one of the most singular which has ever occurred.
- (7.) He walked to Vauxhall a place of which, he said, he had heard much but had never seen it.
- (8.) The man whom you thought was a philanthropist, turns out to be a scoundrel.
- (9.) Gordon Glenaen, whose own business not requiring much attention, often left his private concerns.
- (10.) Let me wake the king—he who lies there drenched with sleep.
- (11.) I have a much better opinion of myself than the world at large entertains.

(12.) Nature, like liberty, is but restrained
By the same laws which first herself ordained.

(13.) The fact of me being a stranger to him should not make
all the difference.

Inflection of Adjectives.

1. For what are Adjectives inflected; compare Old English, Chaucerian English, and Modern English with regard to Adjective inflections.
2. Give cases where, owing to the ellipsis of the Noun, the Noun inflections are thrown on to the Adjective.
3. Give and derive the several inflections for degree. Derive the -ne of *mine* and *thine*.
4. Give the rules that regulate the modification in spelling that takes place in the comparison of Adjectives.
5. How are words of more than two syllables compared? What may have led to the introduction of this modern method of comparison.
6. How are forms in -ior not true English Comparatives.
7. Compare *good*, *bad*, *old*, *nigh*, *near*, *much*, *far*, (*forth*), *late*, giving duplicate forms when there are any.
8. Derive and note any peculiarity in connection with *good*, *best*, *evil*, *worse*, *less*, *much*, *most*, *many*.
9. Distinguish between (1) *good* and *well*, (2) *bad* and *evil*, (3) *much* and *many*, (4) *less* and *lesser*, (5) *older* and *elder*, (6) *nearest* and *next*, (7) *nigher* and *near*, (8) *farther* and *further*, (9) *latter* and *later*.
10. Derive the following words and point out the irregularity connected with them:—*elder*, *nearer*, *nearest*, *farther*, *furthest*.

11. Give examples of Comparatives and Superlatives formed from Adverbs and Prepositions.

12. Note any peculiarity in the following :—*rather, ere, last, former, first*.

13. Give cases of Adjectives that possess double or triple inflections, and explain how these arise.

14. Classify the Adjectives that do not admit of comparison.

15. Distinguish the uses of the Comparative and the Superlative ; how may they be used absolutely ?

EXERCISES ON INFLECTION OF ADJECTIVES.

I. Point out the Inflected Adjectives in the following, and note any Grammatical peculiarities in connection with them :—

- (1.) Ingratitude more strong than traitor's arms.
- (2.) Nor that I am more better than Prospero.
- (3.) Give every man thine ear, but few thy voice.
- (4.) That is a mean between the two extremes.
- (5.) The diligentest preacher in all the realm, he is ever at his plough.
- (6.) Nothing could be more certain than that he effected his escape.
- (7.) In breadth of comprehension he surpassed all his contemporaries.
- (8.) He us taketh to know the greete things from the little, the preciouses from the viles, the swete from the soure.
- (9.) Of the two vessels in the harbour, the "Virginia" lay southmost.
- (10.) In the nethermost abyss he lay.
- (11.) Full thredbare was his overest courtepy.

II. Compare the Adjectives that admit of comparison in the following sentences, and give reasons why the others do not admit of comparison :—

- (1.) She was dead, and her golden hair lay in clusters on her shoulders.

(2.) The general, full of confidence, and delighted because the utmost reliance was placed on his rare powers, advanced to the attack.

(3.) Hundreds of broad-headed, short-stemmed, wide-branched oaks, flung their gnarled arms over a thick carpet of the most delicious greensward.

(4.) It is an ancient mariner,
And he stoppeth one of three ;
By thy long grey beard and glittering eye,
Now wherefore stopp'st thou me.

(5.) Yet thou wert still the same,
Serene of thought, unhurt by thy own flame.

(6.) Upon a lowly asse more white than snow.

III. Correct the following sentences, with reasons :—

(1.) He hath simply the best wit of any handicraftsman in Athens.

(2.) Adam, the goodliest man of men since born his sons, the fairest of her daughters Eve.

(3.) Of all other affections, envy is the most importunate.

(4.) The decision of the judge gave the most perfect satisfaction to all.

(5.) All the Stuart sovereigns had very few good qualities.

(6.) An Englishman is as serious in his sports as in any act of his life.

(7.) Of all men else I have avoided thee.

(8.) With spirit of honour edged
More sharper than your swords.

(9.) Cowper was indisputably the most virtuous man, as Rousseau the greatest intellectual power.

(10.) So hand in hand they passed, the loveliest pair
That ever since in love's embraces met.

(11.) In Florence Mathew stayed for some months enjoying perhaps the happiest time he had ever spent.

Inflection of Verbs.

1. For what are English Verbs inflected. Compare English with the classical languages in regard to Inflection of Verbs.

2. Enumerate all the truly inflected forms of the Verb. How is the absence of inflection compensated for.
3. Define Voice, and shew to what class of Verbs this distinction applies.
4. Say whether there is inflection for Voice in English, and shew how the Passive Voice is formed.
5. How did inflections for the Passive Voice arise in cognate languages.
6. Define Mood, and state what are the Moods of the English Verb.
7. What is the main distinction between the Indicative and Subjunctive Moods. Illustrate by examples.
8. Give reasons why *may*, *can*, &c., ought not to be treated as auxiliaries forming a Potential Mood in English.
9. For what Moods is there inflection in English. Discuss fully all the inflections for Mood.
10. Compare Old English and Modern English with regard to inflection for the Imperative Mood.
11. By what other means besides the Imperative Mood are *command* and *entreaty* expressed.
12. How does the Infinitive differ from the other Moods.
13. Explain how the ordinary Infinitive came to have always "to" before it.
14. What is the derivation of the Infinitive form *-ing*.
15. Derive the word Participle and shew what is the peculiar force of the Participial construction. Distinguish the Participle (1) from the other parts of the Verb, and (2) from the Adjective.

16. Give the several (1) Forms and (2) Meanings of the Participle ; and give the variations in the latter according as the Verb is Transitive or Intransitive.

17. Derive the inflection or suffix -ing in (1) the Participle, (2) the Infinitive, (3) the Gerund, (4) the Verbal Noun. Shew that the modern (1) Gerund and (2) Infinitive in -ing are derived from the Noun.

18. Derive the Participial endings -d and -ed, -n, and -en, and state what Participle prefix prevailed in Old English, with any examples of its use in Modern English.

19. By what differences of function in the sentence may the following be distinguished :—(1) the Infinitive in -ing, (2) the Present Participle, (3) the Adjective in -ing, (4) the Gerund, (5) the Verbal Noun.

20. Define the Gerund and exemplify its peculiar function ; trace the origin of the Gerund Suffix -ing.

21. Define Tense and enumerate the English Tenses formed by Inflection, and those formed by auxiliaries. What English Verbs retain traces of reduplication to express Tense.

22. Distinguish Strong Verbs from Weak Verbs, and explain the origin of vowel change in the former. By what other names are the Conjugations known.

23. Define Person ; enumerate the inflections for Person that remain in English. Derive the several inflections for Person.

24. Derive the Inflections in *am, art, wast, wrotest, hath, has*.

25. Define Conjugation ; give all the forms of any one Verb of each Conjugation.

26. Define Auxiliary Verbs ; give the English Auxiliaries. Say whether “*can*” and “*do*” and “*go*” are Auxiliaries.

27. Give the roots that make up the Verb "to be," and the parts belonging to each root.

28. Derive fully the words :—*am, is, art, are, was, were, be*.

29. What is the peculiar function of the Verb "to be" with (1) the Past Participle of a Transitive Verb, (2) the Past Participle of an Intransitive Verb, (3) the Imperfect Participle of a Verb, (4) the Gerund.

30. Derive the following parts of "have" :—*have, hast, hath, had*, (1) as Past Tense, (2) as Past Participle.

31. Enumerate the several uses of the Verb "have" (1) as an Auxiliary and (2) as a Finite Verb; say how *have* came to denote Perfect Tense.

32. Give all that remains of the Conjugation of the Verbs "*shall*" and "*will*," and mention any agglutinative Compound into which they enter.

33. Derive the words "*shall*" and "*will*," give their original meanings and shew how together they make up the Future Tense.

34. What is the force of "*shall*" when it is not an Auxiliary but a Finite Verb. Exemplify this.

35. What is the force of "*will*" as a Finite Verb. Give examples of its use as such.

36. What several meanings are expressed by the Verbs "*shall*" and "*will*" respectively, when they are employed as Auxiliaries.

37. Distinguish the uses of *shall* and *will* in Direct and Indirect Speech, according as Futurity or Determination is to be expressed.

38. Give the several uses of *shall* and *will* in Interrogation; remark on the forms :—*will you, shall you, will I, shall he*.

39. Distinguish the uses of *shall* and *will* to express eventuality and contingency.

40. What are the several meanings expressed by *would* and *should* (1) as Finite Verbs of incomplete predication, (2) as Auxiliary Verbs.

41. Distinguish the uses of "*would*" and "*should*" in Interrogation; and examine the expressions:—*would he, should you, would I, should he*.

42. Shew, by examples, in *first* person and *third* person, how "*would*" and "*should*" are employed to express (1) a Future dependent on a Past Tense, (2) a Future Contingency, (3) Past or Recorded Determination on the part of the speaker or something outward, (4) Past Determination on the part of the subject, (5) Contingent Determination, (6) Future Subjunctive, (7) Duty, (8) the softened forms of the Present, (9) Intermittent Action, (10) Interrogation in any of the above, (11) a Wish.

43. Give the several uses of the Verb "*do*" (1) as an Auxiliary, (2) as a finite Verb.

44. Derive and give the several meanings of the Verbs *may, can, must*; distinguish the force of the words *may* and *can*, both in the Present and in the Past.

45. Derive *ought* and give its several meanings. Enumerate the other Verbs that may have their Past Tense employed with the force of a Present. Shew that the Present of each of these Verbs is itself really an old Past.

46. How is *go* employed as an Auxiliary. By what roots is the Conjugation of this Verb made up.

47. Write out a complete scheme of the Verbs (1) *write*, (2) *learn*.

48. When does a Verb take the Subjunctive Mood (1) in Subordinate Clauses, (2) in Principal Clauses.

49. What are the several meanings expressed by (1) the Present Subjunctive, and (2) the Past Subjunctive when used in Subordinate Clauses, with examples.

50. What are the several meanings expressed by the Subjunctive Mood in Principal Clauses; note any difference of Inflection that may occur in this Case.

51. Mention the several meanings of "*would*" and "*should*" (1) when they are used in the Indicative Mood, and (2) when used in the Subjunctive Mood, either as Finite Verbs or as Auxiliaries.

52. Give the meanings of (1) the Present Infinitive, and (2) the Perfect Infinitive; and shew, by examples, how these Moods are correctly employed.

53. Give, with examples, the several meanings of the Present Indefinite Tense.

54. Distinguish the force of the Present Indefinite Tense from that of the Present Progressive, and illustrate the difference by examples.

55. Shew, by examples, the difference between the Past Indefinite and Past Progressive, and give illustrations of the common error that arises from confounding them.

56. What are the several meanings expressed by the Perfect Tense, with examples.

57. What forms are used to express the Progressive Tenses of the Passive Voice; give other instances of active forms coming to have a Passive force.

58. What are the two forms that Intransitive Verbs admit of to express the Perfect Tense, and say what distinction of meaning do these forms admit of.

EXERCISE ON THE INFLECTION OF THE VERB.

I. State the *Voice* and the *Mood* of the Verbs in the following sentences :—

- (1.) If those you seek,
It were a journey like the path to heaven
To help you find them.
- (2.) And young and old come forth to play
On a sunshine holiday.
Till the livelong daylight fail.
- (3.) I hoped thou should'st have been my Hamlet's wife ;
I thought thy bride-bed to have deck'd, sweet maid.
- (4.) This noble King, this Tartre Cambynskan,
Hadde two sones on Elpheta his wyf,
Of whiche the eldeste highte Algarsyf.
- (5.) The locks, that wont her brows to shade,
Stared up erectly from her head.
- (6.) Forty and six years was this temple in building.
- (7.) An ancient fabrick rais'd to inform the sight
There stood of yore, and Barbican it hight.
- (8.) I do entreat you, not a man depart,
Save I alone, till Anthony have spoke.
- (9.) Shall then this verse to future age pretend,
Thou wert my guide, philosopher, and friend.

II. Point out the *Infinitives*, *Gerunds*, and *Participles* in the following :—

- (1.) He falls like Lucifer, never to hope again.
- (2.) In thy right hand carry gentle peace
To silence envious tongues.
- (3.) It is a miserable state of mind to have few things to desire, and many things to fear.
- (4.) Full many a flower is born to blush unseen.
- (5.) Mark how the blood of Cæsar followed it,
As rushing out of doors, to be resolved,
If Brutus so unkindly knocked, or no.
- (6.) And if your stray attendants be yet lodged,
Or shroud within their limits, I shall know
Ere morrow wake, or the low roosted lark
From her thatched pallet rouse.

(7.) Stern daughter of the voice of God !
 O Duty ! if that name thou love
 Who art a light to guide, a rod
 To check the erring and reprove.

(8.) The breath no sooner left his father's body
 But that his wildness, mortified in him,
 Seemed to die too.

III. Say what Parts of Speech the words in Italics are :—

(1.) The curfew tolls the knell of *parting* day,
 The *loving* herd winds slowly o'er the lea.

(2.) Plain *living* and high *thinking* are no more.

(3.) That orbed maiden with white fire laden
 Glides *glimmering* o'er my fleece-like floor.

(4.) The coat was of his *making*.

(5.) Princes many times make themselves desires, and set
 their hearts upon toys ; sometimes upon a *building* ; sometimes
 upon *erecting* of an order ; sometimes upon the *advancing* of a
 person ; sometimes upon *obtaining* excellency in some art, or
 feat of the hand—as Nero for *playing* on the harp, Caracalla for
driving chariots and the like.

(6.) *Giving* advice is less profitable than *taking* it.

(7.) To smatter Latin with an English mouth is as ill a
 hearing as Law French.

(8.) The passions oft, to hear her shell,
 Thronged around her magic cell,
Exulting, trembling, raging, fainting,
 Possest beyond the muses' *painting*.

IV. Give the *Person, Number, Tense, Conjugation,*
 of the Verbs in :—

(1.) He made an instrument to know
 If the moon shine at full or no.

(2.) If it 'twere done when 'tis done, then 'twere well it were
 done quickly.

(3.) Whether the blossom blows, the summer ray
 Russets the plain, inspiring autumn gleams,
 Or winter rises in the blackening east.

(4.) We must be free or die, who speak the tongue
 That Shakspere spake, the faith and morals hold
 Which Milton held.

(5.) Vouchsafe to those that have not read the story,
That I may prompt them.

(6.) And but for ceremony, such a wretch,
Had the forehand and vantage of a king.

(7.) Therefore, Jew,
Though justice be thy plea, consider this—
That in the course of justice, none of us
Should see salvation.

(8.) Hark ! they whisper, angels say,
Sister Spirit, come away !

V. Say which of the uses of *be* or *have* occur in each of the following :—

(1.) Don Pedro is approached.

(2.) It is said that he is to stand for the city of Manchester.

(3.) A Christian boy in Constantinople had like to have been stoned for gagging a long-billed fowl.

(4.) I had rather men should say there was no such a man at all.

(5.) If it were so it was a grievous fault.

(6.) On whom those truths do rest
Which we are toiling all our lives to find.

(7.) The noble Brutus is ascended.

(8.) To be, or not to be, that is the question.

(9.) He trusted to *have equalled* the Most High.

(10.) He that hath wife and children hath given hostages to fortune.

VI. Parse the words *shall* and *will* in the following sentences, and justify their use in each case :—

(1.) I have set my life upon a cast,
And I will stand the hazard of the die.

(2.) I'll speak to her
And she shall be my queen.

(3.) The willows and the hazle copses green
Shall now no more be seen
Fanning their joyous leaves to thy soft layes.

(4.) I cannot rest from travel ; I will drink
Life to the lees.

(5.) When shall all men's good
Be each man's rule ?

(6.) Yet it shall be ; thou shalt lower to his level day by day.

(7.) I will take some savage woman, she shall rear my dusky race.

(8.) Pardon me, Caius Cassius ;
The enemies of Cæsar shall say this ;
Then in a friend it is cold modesty.

(9.) He and Lepidus are at Cæsar's house,
And thither will I straight to visit him.

(10.) My own dim life should teach me this,
That life shall live for evermore.

(11.) If you much note him,
You shall offend him and extend his passion.

(12.) Perchance, Iago, I will ne'er go home.

VII. What meanings are expressed by "*would*" and "*should*" in the following. Parse them fully in each case :—

(1.) It seems to me most strange that men should love darkness.

(2.) Lady, I am not well, else I should answer
From a full flowing stomach.

(3.) What is truth ? said jesting Pilate, and would not stay for an answer.

(4.) I had rather a great deal men should say there was no such a man at all as Plutarch, than that they should say there was one Plutarch, that would eat his children as soon as they were born.

(5.) Some when they take revenge are desirous the party should know whence it cometh.

(6.) And, but for such,
I would not soil these pure ambrosial weeds,
With the rank vapours of this sin-worn mould.

(7.) Gentle villager,
What readiest way would bring me to that place.

(8.) And hear
Such strains as would have won the ear
Of Pluto, to have quite set free
His half regained Eurydice.

(9.) Who would not sing for Lycidas ?

(10.) Hard by yon wood, now smiling as in scorn,
Mutt'ring his wayward fancies he would rove.

(11.) Not so, nor once alone ; a thousand times
I would be born and die.

(12.) When I said I would die a bachelor, I did not think I
should live till I were married.

(13.) Would I were in an alehouse in London.

(14.) Our reasons are so full of good regard,
That were you, Anthony, the son of Cæsar,
You should be satisfied.

(15.) 'Tis good you know not that you are his heirs ;
For if you should, O, what would come of it.

(16.) "I hear
Some far-off hallow break the silent air,"
"Methought so too ; what should it be ? "

(17.) Your reproof is something too round, I should be angry
with you if the time were convenient.

(18.) Would he like to be appointed Governor of Canada ?
A salary of £5000 a year should be annexed to the office.

VIII. Parse the words in Italics, and say what meaning of the word occurs in each case :—

(1.) He slep no more than *doth* the nightingale.

(2.) How *do* you *do*.

(3.) Find out some *uncouth* cell.

(4.) *Mind* what you are about.

(5.) Now for me the woods *may* wither,
Now for me the roof-tree fall.

(6.) My breath to heaven like vapour goes ;
May my soul follow soon.

(7.) There is no vice that *doth* so cover a man with shame as
to be found false and perfidious.

(8.) I dreamt to-night that I *did* feast with Cæsar.

(9.) *Can* honour's voice provoke the silent dust.

(10.) That boy thou thought'st so goodly fair,
He *might* not brook the northern air,
More of his fate if thou would'st learn,
I left him sick in Landisfarn.

(11.) But knowledge to their eyes her ample page,
Rich with the spoils of time, *did* ne'er unroll.

(12.) For men *may* come, and men *may* go,
But I go on for ever.

(13.) Because I *could* have smiled to see the death that would have set me free.

IX. Parse the words *must*, *ought*, *go*, in the following:—

(1.) But I hear the tread
 Of hateful steps, I must be viewless now.

(2.) I own that I ought to have done that.

(3.) He must not float upon his wat'ry bier unwept.

(4.) If there's a power above us, he must delight in virtue ; and that which he delights in must be happy.

(5.) A life which must not yield
 To one of woman born.

(6.) Just as they were going to vote on the measure the Parnellites left the house.

(7.) As they were going into the division lobby, Mr. Biggar walked out.

(8.) It must be so : Plato, thou reasonest well,
 Else whence this pleasing hope, this fond desire,
 This longing after immortality ?

(9.) Though he ought to have gone to town, yet since he must have his way, he was allowed to remain for the summer in the country.

X. Which of the several meanings of the Subjunctive Mood occurs in each of the following:—

(1.) O that I were a glove upon that hand,
 That I might touch that cheek.

(2.) Sleep dwell upon thine eyes, peace in thy breast !
 Would I were sleep and peace, so sweet to rest.

(3.) It were better to have no opinion of God at all, than such an opinion as is unworthy of Him.

(4.) Thus, night, oft see me in thy pale career,
 Till civil-suited morn appear.

(5.) For Lycidas your sorrow is not dead,
 Sunk though he be beneath the wat'ry floor.

(6.) No marvel, sovereign lady, in fair field
 Myself for such a face had boldly died.

(7.) My heart is in the coffin there with Cæsar,
 And I must pause till it come back to me.

(8.) If thou consider rightly of the matter,
Cæsar has had great wrong.

(9.) Those that are first raised to nobility are commonly more virtuous, but less innocent than their descendants, but it is reason the memory of their virtues remain to their posterity, and their faults die with themselves.

(10.) Whose mortal taste
Brought death into the world, and all our woe,
With loss of Eden, till one greater man
Restore us.

XI. What is signified by the *Tense* of the Verbs in :—

(1) In the spring a young man's fancy lightly turns to thoughts of love.

(2.) Dreams are true while they last, and do we not live in dreams ?

(3.) All human things are subject to decay,
And when fate summons, monarchs must obey.

(4.) Is't possible ? Sits the wind in that corner ?

(5.) Babylon,
Learned and wise, hath perished utterly.

(6.) Dust are our frames, and gilded dust, our pride.

(7.) Much innocent blood had been shed, and, he feared, was still shedding.

(8) The Art of our necessities is strange,
That can make vile things precious.

(9.) If all was good and fair we met,
This earth had been the Paradise
It never looked to human eyes.

(10.) And coming events cast their shadows before.

(11.) It were better to have no opinion of God at all, than such an opinion as is unworthy of Him.

(12.) The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea.

(13.) But for ceremony, such a wretch,
Winding up days with toil and nights with sleep,
Had the fore-hand and vantage of a king.

Correct (with reasons for each correction) :—

(1.) There has never been a worse rascal walked than what he has been.

- (2.) His plan and mine are different.
- (3.) They played cards all the afternoon.
- (4.) And many a holy text around she strews,
That teach the rustic Moralist to die.
- (5.) I am just arrived at Geneva.
- (6.) It is not sufficient that our conduct, as far as it respects
others, appears to be unexceptionable.
- (7.)

He little wots
What watch the king keeps to maintain the peace,
Whose hours the peasant best advantages.
- (8.) He declared that man was dependent on Providence for
all the blessings of life.
- (9.) This youth, howe'er distressed, appears he hath had
good ancestors.
- (10.) The venom clamours of a jealous woman
Poisons more deadly than a mad dog's tooth.
- (11.) I hoped thou should'st have been my Hamlet's wife.
- (12.) O Thou my voice inspire
Who touched Isaiah's hallowed lips with fire.
- (13.) They would like to be us, and we would like to be
them.
- (14.) I suppose you will be the person I want.
- (15.) When will you be starting for the south.

Conjugation of Verbs.

1. What are the two typical features of Verbs of the Old Conjugation ; shew the origin of each.
2. Classify the strong Verbs according to the changes that the living forms undergo.
3. Give examples where the vowel of the Present changes in the Past to (1) *a*, (2) *e*, (3) *o*, (4) *u*, or varieties of these. Note any peculiarity in the Conjugation of *run*, *shake*, *take*, *bid*.
4. Give examples where the vowel of the Present is changed *both* in Past Participle and Past Tense to (1) *a*, (2) *e*, (3) *i*, (4) *o*, (5) *u*, (6) *ou*.

5. Remark any peculiarity connected with *sit*, *chide*, *behold*, *bear*, *cleave*, and give examples of Old Particles in -en now obsolete as such.
6. Mention the several Verbs that have changed the internal vowel of the Past Tense from (1) *a* to *o*, or (2) *a* to *u* by vowel weakening, as *speak* to *spoke* or *flang* to *flung*; mention any other such forms that occur.
7. Give examples where the vowels both of the Past Tense and of the Past Participle undergo change. Remark any historical change in the Conjugation of *drink*, *sink*, *drive*, *strive*.
8. Mention Verbs that have the same vowel throughout, and discuss whether they should be referred to the weak or the strong Conjugation.
9. Enumerate the Defective Verbs of the strong Conjugation, and the parts of each that are found. Mention those that have no weak forms to supply the defects.
10. Classify the Verbs of the weak Conjugation, with examples.
11. Give Verbs (1) where the Past Tense is formed by -d added to the root, (2) where -d is added and the internal vowel modified, (3) where -ed is added. Remark on the Conjugation of the Verbs:—*lay*, *say*, *clothe*, *make*.
12. Give and exemplify the several varieties of weak Verbs that form their Past by -t added to the root. Mention those having no alternative form in -ed.
13. Remark on any peculiarity in the Conjugation of:—*quench*, *wont*, *singe*, *catch*, *work*.
14. Give the several forms of Conjugation of strong Verbs where the Present ends in -d.
15. Give some examples of Verbs formerly strong, but now conjugated as weak Verbs.

16. Mention and exemplify some of the commoner errors of Conjugation made in the use of the Irregular Verbs.

EXERCISES ON CONJUGATION.

I. Conjugate the Verbs in the following sentences, noting obsolete forms :—

- (1.) But Ruth clave unto her.
- (2.) Adam, now ope thine eyes, and first behold
The effects which thy original crime hath wrought.
- (3.) It grows by what it feeds on.
- (4.) He slepe nomore than doth the nightingale.
- (5.) He carf beforne his fader atte table.
- (6.) Stung by the reproach she swept out of the room.
(7.) Then shook the hills with thunder riven,
Then rushed the steed to battle driven.
- (8.) The king bade his attendants let the man choose what he
envied.
- (9.) Having clung so long to this hope, his heart now almost
burst with grief.
- (10.) They rowed on, but the water now began to freeze.
- (11.) They ran before the swelling wind.
- (12.) He hewed down the trees, and mowed the tall grass
around.

II. Correct the following, and give reasons for each correction :—

- (1.) And thereupon these errors are arose.
- (2.) Return, Alpheus, the dread voice is past
That shrunk thy streams.
- (3.) He would have had me gone into the steeple-house.
- (4.) The stream had overflowed its banks.
- (5.) When Music, heavenly Maid, was young,
While yet in early Greece she sung.
- (6.) I had neither ate nor drank.
- (7.) I never have, and never will, consent to such a thing.
- (8.) Were you not affrighted and mistook a spirit for a body.
- (9.) Which he refused and stack to his intent.

(10.) I have spoke long : be pleased yourself to say how far you satisfied me.

(11.) He re-entered loaden with glittering apparel.

(12.) He was hung at Tyburn.

III. Refer the Verbs in the following sentences to their proper subdivision in the classification of strong and weak Verbs :—

(1.) Then burst his mighty heart.

(2.) He thinks that he knows the true solution.

(3.) Though a linguist should have all the tongues that Babel cleft the world into, yet if he have not studied the solid things in them he is not to be esteemed a learned man.

(4.) The jury returned a verdict of " Not proven ".

(5.) Can sodden water

A drench for sur-reined jades, their barley broth
Decoct their cold blood to such valiant heat.

(6.) Nor did he abide long in that situation.

(7.) When Adam dalve and Eve span
Who was then a gentleman.

(8.) After the main building was burnt, the fire rapidly spread to the adjoining parts.

(9.) I would have sunk the sea to save the ship and the freighting souls within her.

(10.) The silent doctor shook his head.

DERIVATION.

Sources of Words.

1. Name the languages from which English words are derived.
2. What are the chief marks of difference between the words of Classical origin and those of Teutonic origin ?
3. Shew why English should be considered as essentially a Teutonic language.
4. Give in order the successive races that have held possession of Great Britain, with dates ; and shew what effect the successive conquests have had on the language of the country.
5. Shew what affinities exist between English and the other European languages.
6. Distinguish cognate from derived words, and give examples of each.
7. Explain how dialects arise. What were the chief dialects in Old English ? From which of these is Modern English derived ?
8. Distinguish Grammar from Philology, and exemplify the distinction by dealing with the sentence "God loves man".
9. At what several periods were Classical Words introduced into English ? Give the dates of each period.
10. Give the chief examples of words belonging to the Roman Period : say what they usually denote, and why.

11. Give examples of the several kinds of Classical Words of the Second Period, and shew why they mostly denote ecclesiastical names and names of natural objects.
12. Account for the influx of Norman French words into English.
13. Classify the words of Norman French origin according to their meaning, and give six examples of each class.
14. How are words of Norman French origin to be distinguished from words taken directly from Latin.
15. Describe and exemplify the Classical Words belonging to the Fourth Period.
16. Give six examples of (1) words recently introduced into English ; (2) Classical words not fully adopted, and mention the chief test by which the latter are known ; (3) words of Norman French origin, with corresponding words direct from the Latin.
17. Account for the presence of words of Celtic origin in English: mention the several Keltic dialects still surviving in this country.
18. Give names of Rivers, Hills, Towns and Counties of Keltic origin.
19. Enumerate the chief Prefixes and Suffixes of Keltic origin found in English words, with examples.
20. How is it that most Keltic and Danish words are names of places ? Illustrate this by comparing the geographical names of Britain with those of America, Australia and India.
21. Give the chief Prefixes and Suffixes of Danish origin that enter into English names, and quote examples of each.

22. Classify the French words that have but recently been adopted into English, and give *five* examples of each class.

23. Derive : Bayonet, scarp, squad, critique, programme, chaise, blonde, biscuit, omelet, chagrin, fracas, vogue.

24. Classify English words that have been borrowed from the Italian, and give *four* examples of each class.

25. Derive : Askance, attitude, brush, bubble, burlesque, cannon, castle, concert, companion, despatch, freak, granite, grapple, list (noun), pigeon, umbrella.

26. Give six examples of English words that are traced to (1) Spanish, (2) Portuguese, (3) Swiss, (4) Turkish, (5) Arabic, and derive each as far as possible.

27. Derive : Admiral, cask, caste, cigar, cork, dismal, dismay, filibuster, palaver, pamphlet, potato, sherry.

28. Give *five* examples of English words derived from (1) Hebrew, (2) Persian, (3) Hindu, (4) Malay, (5) Chinese, (6) American, and account for their becoming part of the English vocabulary.

29. Derive : Abbot, azure, balcony, cabal, calico, chess, hammock, loot, maize, muslin, musk, orange, punch, sago, satin, sugar, toddy.

30. Enumerate and derive words taken (1) from the names of Persons, and (2) from the names of Places.

31. Give the several general tests by which words of Teutonic origin are discriminated from those of Classical origin.

32. Enumerate the Parts of Speech that are mostly of native origin : also the classes of Nouns and Verbs that are mostly native.

33. Classify the things denoted by the words of Saxon or native origin, and give examples of each class.

34. Distinguish (1) the Objective from the Subjective, (2) the Particular from the General, (3) the Abstract from the Concrete, and assign the vocabulary of each.

35. When there is a native word and a Classical word for the same idea, what is usually the distinction between them? Exemplify this.

EXERCISES ON SOURCES OF WORDS.

I. Say from what language each of the words in the following sentences comes:—

(1.) A thousand liveried angels lackey her.

(2.) They must be also practised in all the locks and gripes of wrestling, wherein Englishmen were wont to excel, as need may often be in fight to tug or grapple and to close.

(3.) Milton saw little hope of reforming the University or weaning it from the useless brabblements of the Aristotelian Philosophy.

(4.) 'Tis not the balm, the sceptre and the ball,
The sword, the mace, the crown imperial,
The intertissued robe of gold and pearl.

(5.) He attacked several fortresses, and massacred the inhabitants of many hamlets.

(6.) A motley crew of half-starved sailors on a miserable ledge was all they met.

(7.) Mocked and deluded all this while with ragged notions and babblements, while they expected worthy and delightful knowledge.

(8.) The milliner was supplied with satin, calico, nankeen, shagreen and dimity.

II. Give (1) the origin of, (2) any derivatives of, (3) any words cognate with, the following in italics:—

(1.) For by his *face* straight shall you know his *heart*.

(2.) There are no *tricks* in plain and simple faith.

(3.) The stream *flowed* by the side of the *fallow* land and fell into the river.

(4.) He held his property in *fee simple*.

(5.) I am pigeon-livered and lack *gall* to make oppression *bitter*.

(6.) Or where the gorgeous *East* with *richest hand*
Showers on her kings *barbaric* pearl and gold.

(7.) O *night* and shades,

How are ye *joined* with Hell in *triple knot*
Against the unarmed weakness of one *virgin*.

(8.) To me the *meanest flower* that *blows* can give
Thoughts that do often lie too deep for *tears*.

III. Derive the Classical words in the following sentences, and assign the period of their introduction :—

(1.) His delight was in *simplicity*.

(2.) He was anointed with the spirit of *research*.

(3.) His sentences are never too much dilated or contracted : and it will not be easy to find any embarrassment in the complication of his clauses, any inconsequence in his connections, or abruptness in his transitions.

(4.) A subaltern situation in a service inherently honourable is better than a much higher situation in a service pointing to ultimate objects that are mean or ignoble.

(5.) I yesterday passed a whole afternoon in the churchyard, the cloisters, and the church, amusing myself with the tombstones and inscriptions.

(6.) Milton, after having represented in vision the history of mankind to the first great period of Nature, despatches the remaining part of it in narration.

(7.) The prisoner had stolen a great treasure, and with some difficulty had been brought to justice.

(8.) When change of religion arises from conviction it is commendable.

IV. Point out the French words in the following sentences, refer them to classes, and give cognate words direct from the Latin :—

(1.) He nevere yet no vileyynye ne sayde

In al his lyf unto no manere wight :

He was a veray perfyt gentil knight.

(2.) You may grant that, if there was any chance of entrance by fair means, they would not have commenced by a scrimmage with the garrison.

(3.) The pauper in his garret does not more excite pity than such aimless adventurers.

(4.) No, my fair cousin :

If we are marked to die we are now
To do our country loss ; and if to live,
The fewer men the greater share of honour.

(5.) How charming is divine philosophy,
Not harsh and crabbed, as dull fools suppose,
But musical as is Apollo's lute,
And a perpetual feast of nectared sweets,
Where no crude surfeit reigns.

(6.) At this man's table I enjoyed many cheerful and instructive hours, with companions such as are not often found.

(7.) I am disappointed by that stroke of death which has eclipsed the gaiety of nations, and impoverished the public stock of harmless pleasure.

V. Point out the words of Keltic origin in the following, and account for their introduction into English :—

(1.) There is nought in France
That can be with a nimble galliard won.

(2.) Those that wore the philibeg from the cradle in their native glens were loth to adopt breeches.

(3.) The merciless Macdonald from the Western Isles,
Of kerns and gallow-glasses is supplied.

(4.) He looked very smart with his bounet, kilt and garters ; but instead of the historical claymore, he was only armed with a short javeline or dagger.

(5.) The pony, together with the cart and harness, was bartered away.

(6.) Wilkes boasted that as he never took a bribe, so he would never offer one.

(7.) The dainty goggle-eyed man, hobbling along with the crook, seemed as if he had gyves on.

VI. Derive the Danish or Scandinavian words in the following, and account for their introduction :—

(1.) He went abroad in a ship bound for Bergen.

(2.) The roaring billows created quite a scare.

(3.) I know each lane, and every alley green,
Dingle, or bushy dell of this wild wood,
And every bosky bourn from side to side.

(4.) The cripple walked clumsily along, with a crook in his hand, stumbling and staggering at every turn.

(5.) The ugly fool lurked about outside the window, making a great uproar.

(6.) He ransacked about the beach for bait, but was baffled in all his attempts.

(7.) O nightingale, that on yon bloomy spray
Warblest at eve when all the woods are still.

(8.) He glanced at the sailor whom he observed walking on the beach, and in a fawning way asked to be taken across the firth.

(9.) Oft in glimmering bowers and glades
He met her, and in secret shades.

VII. Remark on the origin of the words in italics:—

(1.) And *sable* stole of *cypress* lawn
Over thy decent shoulders drawn.

(2.) A middling poet who had the honour of bringing into fashion a species of composition which has been called after his name, *Namby-Pamby*.

(3.) He rode up the hill at a *cantering* pace on his fine *chestnut* cob, in front of the *coach* in which the *Czar* was seated.

(4.) He expounded the medicinal properties of *gamboge*, *baregine* and *gentian*.

(5.) The *dunce* did not know even what a *Dahlia* was.

(6.) The *Huguenot* turned his attention to the manufacture of *gobelin* and *fustian*, which he bartered for *jute*.

(7.) Having taken an overdose of *grog* at *Easter*, he dreamt that he saw *hobgoblins*.

(8.) He ran away on his *Galloway*, and *jilted* his intended bride.

VIII. Apply the tests to discriminate whether the following words are native or Classical:—

(1.) But a broomstick, perhaps you will say, is an emblem of a tree standing on its head: and pray, what is man but a topsy-turvy creature, his animal faculties perpetually mounted on his rational, his head where his heels should be, grovelling on the earth.

(2.) This single-stick which you now behold ingloriously lying in that neglected corner, I once knew in a flourishing state in a forest.

(3.) There is a soul of goodness in things evil.

(4.) The power of perpetuating our property in our families is one of the most valuable and interesting circumstances belonging to it, and that which tends the most to the perpetuation of society itself.

(5.) He had mingled with the gay world, without exemption from its vices or its follies, but had never neglected the cultivation of his mind. His belief of Revelation was unshaken ; his learning preserved his principles ; he grew first regular and then pious.

(6.) Now there was not far from the place where Hopeful and Christian lay, a castle called Doubting Castle, the owner whereof was Giant Despair ; and it was in his grounds they now were sleeping ; wherefore he, getting up in the morning early, and walking up and down in his fields, caught Christian and Hopeful asleep in his grounds.

IX. Give the source of the following, and where possible the circumstances under which they were introduced :—

(1.) Mahogany, maize, paper, serge, myrrh, mango, gutta-percha, silk, rum, sago, sherbet, indigo, chintz, orange.

(2.) Aztec, baboo, bandana, ayah, abaca, bezique, atua, bundobust, carafe, cabook, berretta, dagoba, menu, rajah, typhoon, gipsy, rice, tiger.

(3.) Cockatoo, bungalow, tulip, toddy, albatross, fardel, tartar, kangaroo, tattoo, canary, guano, gorilla, squaw, skunk, chess, check, exchequer.

X. Express in Saxon words the following :—

(1.) A sound mind in a sound body is a short but full description of a happy state in this world.

(2.) Conversation is strictly prohibited.

(3.) They promptly succeeded in effacing the stamp.

(4.) Education is the harmonious and equable evolution of the human powers.

(5.) I concur with the sentiment that you have so justly expressed.

(6.) In short, sir, it seems to me that this new ecclesiastical establishment is intended only to be temporary, and preparatory to the utter abolition, under any of its forms, of the Christian religion, whenever the minds of men are prepared for this last stroke against it, by the accomplishment of the plan for bringing its ministers into universal contempt.

(7.) Those who execute public pecuniary trusts, ought of all men to be the most strictly held to their duty.

XI. When, and under what circumstances, were the following words introduced :—

Bamboo, hansom, tariff, guillotine, filibuster, gas, magenta, piccaninny, sahib, knickerbocker, dingey, pewter, tea.

XII. Shew that the following words have undergone change of meaning :—

(1.) Constable, candidate, coward, bombast, sycophant, harbinger, idiot, pagan, tawdry.

(2.) Carbine, cheat, check, chiffonier, cuckold, canopy, cunning, censure, imp.

(3.) Knave, farthingale, navvy, ferry, etiquette, fairy, gallop, caviare, villain.

XIII. Shew what connection there is between the following pairs of words :—

(1) Cabbage and capital, (2) caper and cab, (3) adolescent and aliment, (4) adroit and dirge, (5) prodigal and ambiguous, (6) anthem and phonetic, (7) map and apron, (8) ostrich and bustard, (9) accomplish and plenary, (10) vinegar and eager.

COMPOSITION OF WORDS.

Native Prefixes.

1. What are the two ways of compounding words; exemplify them and say which is the earlier of the two in point of time.

2. Define the following terms :—Prefix, Suffix, Compound word, Agglutinative Compound, Root, Stem, Derivative, Cognate word, Inflectional ending.

3. Distinguish (1) Suffixes from Inflections,
 (2) Cognates from Derivatives,
 (3) Roots from Stems,
 and give two examples of each as illustrations.

4. Give the chief Prefixes of English or Native origin, and one example of each.

5. Give the several meanings of the English Prefix "a," and two examples of each case.

6. Remark on the derivation of:—anent, anon, aught, each, ever, alike, allaying, answer, ado, an-hungered, afar.

7. Enumerate the several Prefixes of Native origin that express *Negation*, and give examples of each.

8. Give the several uses of the Prefix *be*, and examples of each.

9. Derive and give the force of the Prefix in each case:—behalf, bye-law, betroth, behead, becalm, beset, beseech, bestride, become, behove, before, betimes.

10. Name and exemplify the several Prefixes of Teutonic origin that have got Cognate forms of Classical origin, and give examples to shew the meanings of the Native and of the Classical forms.

11. Give and exemplify the several meanings of the Prefixes *for*-, *in*-, *to*-, *un*-, *under*-, *up*-.

12. What Prefixes of Native origin are most commonly employed to form hybrids; give two examples of each.

13. Derive:—welfare, wanton, withstand, uproar, upbraid, undertake, twilight, undergrowth, unloose.

14. Give some examples of the cases where initial letters have been (1) dropped, or (2) added to Saxon words.

EXERCISE ON NATIVE PREFIXES.

I. Give the origin and force of the Prefix “a” in each word in italics, and say whether it is native or classical :—

- (1.) *Asunder* burst the gates of brass.
- (2.) And all that beauty, all that wealth e'er gave,
Await, *alike* the inevitable hour.
- (3.) Now sits the wind fair and we will *aboard*.
- (4.) *Abate* thy rage, great duke !
- (5.) But now the storm grew loud *apace*.
- (6.) *Alas!* could you not *avert* so great a disaster.
- (7.) He *arose* and went *along* the ridge not being *aware* of the *abyss* that lay so near.
- (8.) *Abide* here and *amend* those *abuses* that have so *abased* you as to make you *abashed* before all men.
- (9.) *Acorns* lay *about* the trees.
- (10.) After much *ado* he *achieved* his aim.
- (11.) He stood *aghast* with his arms *akimbo*.
- (12.) He suffered from an *attack* of *ague*.

II. Give Classical Cognate forms of the Prefixes of the words in italics :—

- (1.) They that are *whole* need not a physician.
- (2.) Much too shallow
To sound the bottom of the *after-times*.
- (3.) It was *foretold* to Noah that the world should be deluged.
- (4.) The *overflow* of good converts to bad.
- (5.) Hail holy light *offspring* of heaven *first-born*.
- (6.) Now came still evening on, and *twilight* gray
Had in her sober livery all things clad.
- (7.) The clock *upbraids* me with the waste of time.

III. Point out the *hybrids* in the following sentences, and derive each element :—

- (1.) As smooth as Hebe's their unrazored lips.
- (2.) A plague o' your throat, uncharitable dog.
- (3.) Let me lament that our stars, unreconcilable, should divide our equalness to this.
- (4.) The shrill-gorged lark so far cannot be seen or heard.

- (5.) It was a much belated bill.
- (6.) Would it not grieve a woman to be overmastered with a piece of valiant dust.
- (7.) Misgovernment, such as this, always leads to mischief.
- (8.) The bankrupt ascribed his loss to a grave miscalculation.
- (9.) The gridiron was broken by a mistake.
- (10.) Though they were in bondage yet they were treated with much forbearance.

IV. Give the force of the Prefixes in the Derivative words in the following :—

- (1.) He foreboded no good from what had been foretold in the time of his forefathers.
- (2.) And you shall find his vanities forespent,
Were but the outside of the Roman Brutus.
- (3.) You forget that it is forbidden to forswear.
- (4.) I will bestow a breakfast to make you friends.
- (5.) Her wings
That in the various bustle of resort
Were all too ruffled, and sometimes impaired.
- (6.) Our gayness and our gilt are all besmirched.

V. Give ten derivative or compound words cognate with each of the following :—

- (1.) All, arm, cook, do, few, good, love, home, house, kin, man, nerve, play, press, oil, sin, turn.

Classical Prefixes.

1. What is the difference between *living* and *dead* Prefixes? Give examples of Classical Prefixes of each kind.
2. Give the chief Prefixes of Latin origin, and an example of each.
3. Derive the Prefix and give its force in each of the following :—Abandon, abound, aid, alloy, alarm, amanuensis, abscond, advantage, assolzie, avalanche, avenue, arbiter, ambush, annoy.

4. Remark on any peculiarity in the Prefixes of :—
Anticipate, ancient, pimpernel, raiment, size, cost, couple, quaint, control.

5. Enumerate the several Classical Prefixes that denote negation or apposition, and exemplify each.

6. Point out the force of the Prefix in :—Country-dance, demure, descant, despatch, dirge, escheat, soar, abash, afraid, astonish, essay, strange, enemy.

7. Give the several meanings of each of the following Prefixes :—Contra-, de-, dis-, in-, ob-, re-, sub-, super-, and an example of the several meanings of each Prefix.

8. Derive maugre, malady, manure, office, pierce, pilgrim, puny, preach, proxy, reveal, ransom, sojourn, source, trammel.

9. Enumerate the chief Greek Prefixes, give one example of each, and where possible give cognate forms in Latin or English.

10. Give with examples the several Greek Prefixes that denote negation or apposition.

11. Enumerate the Greek Prefixes that may be regarded as *living* prefixes ; and mention any words of recent origin as illustrations of each prefix.

12. Derive mettle, meteor, devil, anthem, parish, parlour, parole, periwig.

EXERCISES ON CLASSICAL PREFIXES.

I. Derive and give the force of the Prefixes in the following, and say whether the Prefix in each case is *living* or *dead* :—

- (1.) Will digest the abuse of distance.
- (2.) The answer of the embassy was abbreviated.
- (3.) The counterpane was repaired.
- (4.) She eloped with the ambassador.

- (5.) Apricots and Artichokes were known to our ancestors.
- (6.) He descanted on the advantages of the balance.
- (7.) They lay in ambush for the enemy.
- (8.) He negotiated his bargains on a new method.
- (9.) The parson extended his hand to the sombre pilgrim.
- (10.) The utterance of this remark confounded the depraved prodigal.
- (11.) He annealed the metal on the anvil.
- (12.) When the dog was scalded he scampered away.

II. Derive the Prefixes in the following, and state the force of each :—

- (1.) The scout with his arquebus in his grasp was arraigned before the admiral.
- (2.) The assassin looked askance from behind the ashlar wall.
- (3.) Thou art so near the gulf
Thou needs must be engluttred.
- (4.) What should I gain
By the exactation of the forfeiture.
- (5.) And with some sweet oblivious antidote
Cleanse the stuffed bosom.
- (6.) And the subsequent proceedings interested him no more.
- (7.) The astonishing number of outrages made it difficult to control the feeling of alarm.
- (8.) In order that the monarchy might preserve an unbroken unity through all ages, and might be preserved in the old approved mode by descent.

III. Derive the words in italics, noting the force of the Prefix in each case :—

- (1.) To *suffer* the slings and arrows of *outrageous* fortune.
- (2.) Satan *exalted* sat, by merit raised
To that bad *eminence*; and from *despair*
Thus high uplifted beyond hope, *aspires*
Beyond thus high, *insatiate to pursue*
Vain war with Heaven.
- (3.) Nay, had I the power, I should
Pour the sweet milk of *concord* into hell,
Uproar the *universal* peace, *confound*
All *unity* on earth.

(4.) So far is it from being true that we *acquired* a right by the *Revolution* to *elect* our kings, that if we had *possessed* it before, the English nation did at that time most solemnly *renounce* and *abdicate* it for themselves, and for all their *posterity* for ever.

(5.) Milton's *republicanism* was, I am *afraid*, founded in an *envious* hatred of greatness, and a sullen *desire* of *independence*; in *petulance* *impatient* of *control*, and pride *disdainful* of *superiority*.

Derivation of Nouns.

1. Distinguish the following terms:—*root*, *stem*, *primitive words*, *derivatives*, and give Nouns that are examples of each.
2. Enumerate the Parts of Speech from which Nouns are derived; also the processes by which Nouns are formed, and give examples of each.
3. Give and exemplify the several ways by which Nouns are derived from other Nouns with examples.
4. Enumerate and derive the Native Suffixes by which Abstract Nouns are derived from other Nouns.
5. Give examples from the preceding where the meaning of the Abstract Noun has passed into (1) a Class Noun, (2) a Collective Noun, (3) a Material Noun.
6. Give with examples the several classical suffixes by which Abstract Nouns are formed from other Nouns.
7. Give cases connected with the preceding where Class Nouns or Collective Nouns have arisen instead of Abstract Nouns.
8. Distinguish (1) kingdom and kingship, (2) celebrate and celibacy, (3) patricide and patrimony, (4) dower and dowry, (5) livelihood and liveliness.
9. Classify the several uses and applications of diminutive terms.

10. Enumerate and derive the suffixes of native origin by which diminutives are formed from Nouns. Show that they are all radically connected.

11. Derive, and say what is the force of the diminutive suffix in :—Bullock, hillock, smack (the Noun), Hawkins, farthing, squireling, Willie.

12. Enumerate and exemplify the classical suffixes by which Nouns with a diminutive force are derived from other Nouns.

13. Derive, and give the force of the suffix in :—Poetaster, particle, uncle, grill, obelisk, turret, ringlet, coverlet.

14. Enumerate and exemplify the native suffixes by which Nouns are formed from Nouns to denote the *agent* or *instrument*.

15. Derive :—Barley, cowslip, bencher, fruiterer, roadster.

16. Give with examples the classical suffixes forming *Nouns* from *Nouns* to express *agent* or *instrument*.

17. In the preceding distinguish the suffixes of (1) Latin, (2) French, (3) Greek origin, exemplifying each.

18. Mention and exemplify the classical suffixes in the above list, (1) that are Inflections, (2) that are Adjectival endings, (3) that denote *place*, (4) that denote *substances*.

19. Derive the following, giving the force of the suffix :—Farrago, canal, chaplain, usher, sampler, coward, lizard, mystic, glycerine, dolomite, Parnellite, gallon, pantry, poultry.

20. Give and derive the native suffixes by which Adjectival Abstract Nouns are formed, and exemplify.

21. Derive :—Drought, height, kingdom, livelihood, bliss.

22. Enumerate, derive, and exemplify the classical suffixes forming *Adjectival Abstract Nouns*.

23. Give the suffixes by which Nouns are formed from *Adjectives* to express the *agent* or *instrument*.

24. Derive the following words and say what is expressed by the suffix in each :—*Philosopher*, *youngster*, *darling*, *scantling*, *mortuary*, *dean*, *vermin*, *damson*, *hermit*.

25. Enumerate and give examples of the several ways in which Nouns are derived from Verbs.

26. What are the native suffixes by which Nouns are formed from Verbs to denote the *agent* or *instrument* : illustrate each one.

27. Derive, and give the force of the suffix of :—*Beadle*, *fowl*, *bosom*, *bottom*, *main*, *son*, *errand*, *finger*, *stair*, *timber*, *Dempster*, *wreath*, *blade*.

28. Enumerate and exemplify the classical suffixes by which Nouns are formed from Verbs to denote the *agent* or *instrument*.

29. Distinguish the preceding according as they are, (1) Latin, (2) Greek, or (3) French, and exemplify each class.

30. Derive the following words and note the force of the suffix in each case :—*Article*, *diploma*, *isthmus*, *noun*, *pen*, *button*, *mason*, *jet*, *sauce*, *author*, *rostra*.

31. Give the native suffixes used to form *Verbal Abstract Nouns*, with examples.

32. Give the classical suffixes to form *Verbal Abstract Nouns*, with an example of each.

33. Give instances connected with the above, where the *Abstract Noun* has passed into the *Common Noun*.

34. Say which of the classical suffixes forming *Abstract Nouns* are of (1) Latin, (2) Greek, (3) French origin.

35. Derive the following words and discuss the suffix separately in each case:—Salad, quarrel, bewilderment, parsimony, ransom, armour, treasure.

36. Discuss the suffix of each of:—Abbey, barony, curacy, dowry, dropsy, fancy, napery, poetry, priory, study, victory.

EXERCISES ON THE DERIVATION OF NOUNS.

I. Give a full account of the origin and composition of the words in italics:—

- (1.) The *nightingale* sang sweetly in the *orchard* at *eventide*.
- (2.) The *bantling* was wrapped in its *swaddling* clothes.
- (3.) Some making the wars their *bulwark* that have before gored the gentle bosom of peace with *pillage* and *robbery*.
- (4.) Or with a *rival's* or an *eunuch's* spite.
- (5.) They were in a *state* of *thankfulness* that they did not suffer by the *misappropriation* of the Friendly Society *funds*.
- (6.) *Confidence* is a *plant* of slow growth in aged *bosoms*.
- (7.) A *kennel* was fitted up in the *cabin*.
- (8.) Human *improvement* is a *product* of many *factors*.
- (9.) An *adder* was found in the *arbour*.
- (10.) The door was opened by the butler in his *slippers*.

II. What is specially denoted by the diminutive Suffixes that occur in the following sentences?

- (1.) The *smack*, laden with silk, commanded by Captain Dawkins, hove in sight of the pinnacle of the lighthouse on the East Riding, so that all hands had to turn out of their hammocks.
- (2.) Farthing denotes the fourth of a penny; the shilling is an old coin.
- (3.) The early English kings regarded the Welsh and Irish as most outlandish beings.
- (4.) The *yearlings* were under the care of a hireling laddie.
- (5.) Burns speaks of:—
“ His wee bit ingle, blinkin' bonnily,
His clean hearth-stane, his thriftie wifie's smile.”
- (6.) The maiden feeds her chickens.
- (7.) I am the daughter of earth and water,
And the nursling of the sky.
- (8.) Those half-learned witlings, numerous in our isle.

III. Say what is the precise force of the Suffix in the Derivative Nouns :—

- (1.) It was constructed like a spider's web.
- (2.) Contemporary registration is essential to trustworthiness.
- (3.) It was apparently his principal endeavour to avoid all harshness of diction.
- (4.) He crossed the Channel in a balloon.
- (5.) The reader, therefore, may take it upon the *a priori* logic of this dilemma, or upon the evidence of our own experience, that all reputation for brilliant talking is a visionary thing, and rests upon a sheer impossibility.
- (6.) The trumpet of a prophecy.
- (7.) She was seen in the fernery, wearing a girdle.
- (8.) Let us not hang like roping icicles
Upon our houses' thatch.
- (9.) In Westminster Abbey, the gloominess of the place and the use to which it is applied, with the solemnity of the building and the condition of the people who lie in it, are apt to fill the mind with a kind of melancholy, or rather thoughtfulness.
- (10.) O sacred receptacle of my joys,
Sweet cell of virtue and nobility.

IV. Say whether the Classical Suffixes in the following are Latin, Greek, or French in origin, and give the precise force of them :—

- (1.) Vote by ballot for admission to Parliament.
- (2.) Exalted pleasure is the occasional flash of enjoyment, and has extensive intermissions.
- (3.) My partner, who was sensible of the profit, and whose business more particularly than mine was merchandise, was mightily pleased with our stay, on account of the traffic we made here.
- (4.) In the electric kindling of life between two minds, there sometimes arise glimpses and shy revelations of affinity, suggestion, relation, analogy, that could not have been approached through any avenues of methodical study.
- (5.) This quarrel and separation, and the difficulties to which Mr. Savage was exposed by them, were soon known both to his friends and enemies ; nor was it long before he perceived, from the behaviour of both, how much is added to the lustre of genius by the ornaments of wealth.
- (6.) When the herald concluded, there was a flourish of trumpets.

Derivation of Adjectives.

1. Give and derive the several Native Suffixes by which Adjectives are formed from Nouns.
2. Derive (and give an account of the Suffix in each case) :—left-handed, shame-faced, airy, courtly, handsome, senseless, Welsh, steadfast.
3. Give and exemplify the Classical Suffixes by which Adjectives are formed from Nouns.
4. Derive the following, discussing the Suffix in each case :—mystic, public, savage, jaunty, civilian, foreign, sudden, terrene, nefarious, courteous, pleasant, grotesque, boisterous, righteous, jolly.
5. Give the Derivation of the Suffixes in flowery, lofty, balmy, pigmy, folly, testy, spongy.
6. Classify the following Adjectives according as the Suffix is an original Latin ending of the word or has been added on as an English Suffix :—(1) human, barbarian, equestrian, pagan, American, Roman, pedestrian, urbane, plebeian ; (2) envious, glorious, rapturous, perilous, wondrous, victorious, ostentatious, studious, murderous, avaricious, noxious, illustrious.
7. Enumerate and derive the Native Suffixes by which Adjectives have been formed from other Adjectives. Give examples of the use of each Suffix.
8. By what Classical Suffixes are Adjectives formed from other Adjectives ; give the peculiar signification and an example of each Suffix.
9. Derive the following and discuss each element of the word separately :—*sweetheart, unique, comical, novel, ovoidal, terrestrial, dozen, wrongous, russet, roseate*.
10. How are Adjectives formed from Verbs; exemplify each case.

11. By what Suffixes of Old English origin, are Adjectives formed from Verbs. Exemplify each. Give the derivation and meaning of the Suffix in :—*forgetful, fickle, bitter, buxom, right, doughty, sultry.*

12. Enumerate and derive the Classical Suffixes by which Adjectives are formed from *Verbs*.

13. Derive the following words giving the precise significations of the Suffix in each case :—neat, feeble, fertile, frail, able, noble, changeable, second, prudent, meagre, conscious, congruous, erect, close, caitiff.

14. What is the precise force of the Suffix in :—eatable, attainable, reliable, laughable, debateable, visible, available, unaccountable.

EXERCISE ON THE DERIVATION OF ADJECTIVES.

I. Parse for Adjective Suffixes, and shew the peculiar force of each :—

- (1.) Behold the threaden sails
Borne with the invisible and creeping wind.
- (2.) For so appears this fleet majestical.
- (3.) So buxom, blithe, and debonair.
- (4.) That ends this strange eventful history.
- (5.) The swain responsive as the milkmaid sung.
- (6.) Canst thou not minister to a mind diseased
Pluck from the memory a rooted sorrow.
- (7.) Where the bleak Swiss their stormy mansions tread,
And force a churlish soil for scanty bread.
- (8.) Captain James is a marvellous valorous gentleman.
- (9.) As Eastern priests in giddy circles run.
- (10.) He's a most notable coward, an infinite and endless liar.
- (11.) The punishment of real tyrants is a noble and awful
act of justice ; and it has with truth been said to be consolatory
to the human mind.
- (12.) The political economy of the ancient republics and
their commerce were simple and unelaborate ; the system of
their public services, both martial and civil, was arranged on
the most naked and manageable principles.

II. What is denoted by the Suffixes of the words in italics :—

- (1.) It was a *colourable* imitation of *Punch*.
- (2.) He is not a *reliable* authority.
- (3.) It was a question whether he was *accountable* for his actions.
- (4.) Nor is it *remarkable* that this reply was considered *unanswerable*.
- (5.) For large books a good index is *invaluable*.
- (6.) It is a matter of conscience to make our lives as *comfortable* as may be.
- (7.) The old man gave him very *profitable* and *seasonable* advice.
- (8.) Fancy is *aggregative* and *associative*; imagination is *creative, motive*.
- (9.) Possessed of *considerable* *imaginative* power and a *retentive* memory, owing to his *exclusive* tendencies he came to be regarded as a rather *repulsive* individual.
- (10.) Yet for your *vehement* oaths,
You should have been *respective* and have kept it.

III. Shew whether the Suffixes in the following words in italics are the best to express the meaning intended :—

- (1.) This is not *reliable* information.
- (2.) It serves as a good *defensive* armour.
- (3.) His office is in a *centrical* part of the town.
- (4.) Not all these laid in bed *majestical*
Can sleep so soundly as the wretched slave.
- (5.) Claspt hands, and that *petitionary* grace
Of sweet seventeen, subdued me ere she spoke.
- (6.) It offends me to the soul to hear a *robustious* periwigged fellow.
- (7.) Where some *refulgent* sunset of India
Streams o'er a rich *ambrosial* ocean isle.
- (8.) As this was an infringement of their *ancestral* rights, they took *legal* means of redress.
- (9.) Such a thing is rare even in these days of advanced *biblical* criticism.
- (10.) Horsed upon the *sightless* couriers of the air.

Derivation of Verbs.

1. What are the Parts of Speech from which Verbs are derived ; exemplify the use of other parts of Speech as Verbs.
2. Enumerate and exemplify the several ways of forming Verbs from Nouns.
3. Give the Suffixes of Native and of Classical origin by which Verbs are formed from Nouns. Give examples of the use of Suffixes, and say what is their usual meaning.
4. Derive both Root and Suffix of the following Verbs, and give the meaning of each :—throttle, cater, punish, ignite, gild, prize, hitch, survey.
5. How are Verbs formed from Adjectives ; what is usually denoted by the Derivative Verb.
6. Give the Suffixes for forming Verbs from Adjectives, and give examples of each.
7. Derive the Verbs :—hinder, rinse, fill, realize, fortify.
8. Give, with examples, the several methods of forming Derivative Verbs from other Verbs.
9. Enumerate the Suffixes for forming Verbs from Verbs, with examples ; shew the force of each Suffix.
10. Derive the following, and give the force of the Suffix in each case :—talk, flutter, perish, ravish, judge, dodge, dredge, drench, wrench.
11. Enumerate the chief Prefixes and Suffixes that form Derivative Verbs from Verbs with a *negative* meaning.
12. Give the Suffixes that form Derivative Verbs with a *causative* force, and an example of each.

13. Give, with an example of each case, the Suffixes having a frequentative force that form Derivative Verbs.

EXERCISES ON THE DERIVATION OF VERBS.

I. Derive the Derivative Verbs, and give the force of the Suffix, where there is one :—

- (1.) Grapple your minds to sternage of this navy.
- (2.) He was cross-questioned as to the causes that tended to depopulate the island.
- (3.) Whose artful strains have oft delayed the huddling brook.
- (4.) Imports their loss beside the present need.
- (5.) Harken to my words, I charge you.
- (6.) They were startled by our approach.
- (7.) He rambled about the fields, as he disliked the bustle of town.
- (8.) They strangled the unfortunate man.
- (9.) No sooner was the man admonished than he apologised for vilifying his opponent.
- (10.) The experienced merchant-foretold that they would be hoodwinked.
- (11.) He was deeply led by the glistening foil.
- (12.) Pope declared that he lisped in numbers.

II. Classify the following Verbs according to the Part of Speech from which they are derived :—

- (1.) Flutter, startle, clasp, fortify, realise, drench, strengthen, deify, ruminate, sanctify, astonish, revenge, skulk.
- (2.) Judge, rectify, civilise, finish, crimp, lurk, celebrate, magnify, famish, purify, kneel, gabble, gamble, glimmer.
- (3.) Bluster, raise, sweeten, grasp, fertilise, fascinate, trust, kindle, criticise, strangle, giggle, glisten.

Derivation of Adverbs.

1. What are (1) the *Sources* from which Derivative Adverbs come, (2) the methods by which they are formed.

2. Enumerate the suffixes by which Adverbs are formed from sources both native and classical and exemplify each one.

3. Derive the following, giving a full account of each element :—*Ahead, awry, alone, besides, perhaps, gently, falteringly, pointedly, haply, sidelong, piece-meal.*

4. Give, with examples of each, the several inflectional endings that go to form Derivative Adverbs.

5. Derive (both *stem* and *suffix*) :—*Upwards, else, twice, whilst, blithe, than, straightway, the, why, thence, hither.*

6. Give *five* examples of Adverbs with locative suffixes, and *five* examples of Adverbs that had a final *e* in Old English which has now disappeared.

7. Give six examples of Adverbs compounded of Adjective and Noun, and give cases where these are abbreviated phrases.

8. Derive the Adverbs of Comparison.

9. Give examples of Derivative Adverbs formed by adding inflectional endings to Nouns : also of Adverbs formed by compounding Prepositions and Nouns, and shew that the latter are usually abbreviated phrases.

10. Give examples of Derivative Adverbs formed by adding the several inflection endings to Adjectives.

11. Give all the Adverbs containing the roots :—(1) *Aft*, (2) *fore*, (3) *hind*, (4) *out*, (5) *up* and *ove*, (6) *yon*.

12. Enumerate and classify the Pronominal Adverbs, taking as the basis of classification, (1) their *meaning*, (2) their *function*, (3) their *origin*.

EXERCISE ON THE DERIVATION OF ADVERBS.

I. Discuss fully the origin of the Adverbs in the following sentences :—

(1.) Let me have men about me that are fat,
Sleek-headed men and such as sleep o' nights.

(2.) A great public meeting is no uncommon occurrence now-a-days.

(3.) Because that it was old and somdel strait.

(4.) They cry out against him day and night.

(5.) His wages were a penny a day.

(6.) Honours were showered down thick and fast on the heroes of Tel-el-Kebir.

(7.) His power grew little by little.

(8.) It is not now as it hath been of yore.

(9.) This will suffice for the nonce.

(10.) But yesterday the name of Cæsar might have stood against the world.

(11.) What shulde he studie and make himselfen wood ?

(12.) I was of here felaweschipe anon.

II. Classify the following Adverbs according as they are formed from (1) Nouns, (2) Adjectives, (3) Pronouns (4) Prepositions, (5) or Phrases :—

(a) Where, when, how, howbeit, else, whereas, out, underneath, thrice, enough, aright, withal, always.

(b) Beforehand, to-morrow, otherwise, now-a-days, behind-hand, whereunto, yesterday, thereanent, now, yes, no, ere-while, everywhere, anon.

(c) Perhaps, aye, yet, thus, nowhere, thither, about, through, as, backward, ashore, needs, erelong, seldom, indeed, unawares, sometimes, whereabout.

Derivation of Prepositions and Conjunctions.

1. Enumerate the chief primitive Prepositions in English.
2. Give the classical cognates of :—at, by, in, on, of, from, up, with.
3. Enumerate and derive the Prepositions that were formerly comparatives.
4. Give the several Prepositions that are formed by compounding simple Prepositions.

5. Give the Prepositions formed by compounding Prepositions and Nouns : shew that these are usually abbreviated phrases.

6. Give the chief Prepositions derived from (1) Adjectives, and (2) Verbs : shew how far these are abbreviated phrases.

7. Give examples of Prepositions (1) that were originally participles, (2) that are of romance origin.

8. Shew that the Conjunction is the newest of the Parts of Speech.

9. What classes of Conjunctions are mainly derived from Adverbs: exemplify this, and shew why it should be so.

10. Give some instances of words that are both Prepositions and Conjunctions and illustrate each case.

11. Explain how Prepositions usually become Conjunctions and illustrate by examples.

12. Enumerate the Primitive Conjunctions and (2) the chief Pronominal Conjunctions.

13. Give six examples of Conjunctions formed (1) from Nouns, (2) from Adjectives, (3) from Verbs.

14. Give the more important Compound Conjunctions and say what Parts of Speech they were in the first instance.

EXERCISES ON THE DERIVATION OF PREPOSITIONS AND CONJUNCTIONS.

I. Derive the Prepositions in the following, and give the history of each :—

(1.) She poor bird, as all forlorn,
Lean'd her breast up till a thorn.

(2.) And sikerley ther trowede many a man
That nevere, sith then that the world bigan,
Was, of so fewe, so noble a compainya.

(3.) Besides other aid he received much help from his sister who, amidst all his labours, was ever near him.

(4.) Dischevele, sauf his cappe, he rood all bare.

(5.) Despite thy victor sword, thou art a traitor.

(6.) Quickly send,—
Be brief in it—to the Castle : for my writ
Is on the life of Lear.

(7.) Maugre thy strength, thou art a traitor.

(8.) Anything so overdone is from the purpose of playing.

(9.) We then walked across the park, and went round by the Serpentine under the trees.

II. Derive the Prepositions and Conjunctions in the following sentences :—

(1.) He shall conceal it ;
While you are willing it shall come to nought.

(2.) Since life can little more supply
Than just to look about us and to die.

(3.) There is none but he whose being I do fear.

(4.) It dies, and if it had a thousand lives.

(5.) And eek in what array that they were inne.

(6.) Though he slay me, yet will I trust him.

(7.) Much more I fear lest death,
So snatched, will not exempt us from the pain
We are by doom to pay.

(8.) Anger must be limited and confined both in race and time.

(9.) We will first speak how the natural inclination may be attempered ; secondly, how the motions of anger may be repressed ; thirdly, how to raise or appease anger.

(10.) Say rather man's as perfect as he ought.

(11.) But albe that he was a philosophre,
Yet hadde he but litel gold in cofre.

(12.) If you admit that you are wrong I shall concede the other points : otherwise I shall deny all.

Compound Words.

1. Define "Compound Word" and give examples. What is generally the function of each component part in Compound Words.

2. What relation do Compound Words bear, (1) to Agglutinative Compounds, (2) to Derivative Words, (3) to Inflected Words.

3. Mention with examples the several Parts of Speech with which Nouns combine to form Compounds.

4. Point out any peculiarity in the following Compounds : craftsman, catspaw, catamount, corduroy, Wednesday, cynosure, moidore, ormolu.

5. Enumerate with examples the cases where other Parts of Speech combine to form Compound Nouns.

6. Give examples of the several Parts of Speech with which Adjectives combine to form Compound Adjectives ; resolve the Compounds so as to shew the function of the component parts.

7. Give and exemplify cases where other Parts of Speech combine to form Compound Adjectives.

8. Enumerate with examples the several Parts of Speech with which Verbs combine to form Compound Verbs.

9. Classify Compound Adverbs according to their origin. Say how far Compounding extends to Prepositions and Conjunctions. Derive : encounter, advantage, paragon.

10. Shew that the following are Compounds in disguise :—Bridal, burglar, bustard, groundsel, ground-sill, hussy, icicle, jeopardy, julep, lute, orchard, osprey, porpoise, samphire, scaffold, threshold, walrus, warlock, whisky, calomel, calibre, gossamer.

11. Shew that the following are false Compounds :—Charterhouse, crayfish, lanthorn, penthouse, pickaxe, gridiron, curtleaxe, causeway.

12. Derive the following disguised Compounds :—Parapet, blunderbuss, belfry, daisy, carnival, harlequin,

harbour, hauberk, kickshaws, quinsy, rosemary, whitlow, elbow, habergeon, dandelion, parsley.

13. Shew that the following words have been modified so as to conceal their true origin :—Ammunition, checkmate, counterpane, curtail, everywhere, gooseberry, jerked beef, jolly boat, titmouse, wise-acre, hautboy, good-bye, nick-name.

14. Break up the following Compounds into equivalent expressions :—Head-land, head-gear, head-stone, head-money, head-wind, head-ache, head-dress, headsman, head-way, foot-ball, foot-man, foot-note, foot-rule, foot-sore, foot-stool, foot-step, foot-path, foot-soldier, foot-boy, foot-fall, foot-mark, foot-plate, foot-pad, foot-root, foot-valve.

APPENDIX.

Analysis of Sentences.

Analyse the following sentences :—

1. The resolution of dying to end our miseries does not shew such a degree of magnanimity as a resolution to bear them, and submit to the dispensations of Providence.—*Addison*.
2. Montaigne saith prettily—"If it be well weighed, to say that a man lieth is as much as to say that he is brave towards God, and a coward towards men"; for a lie faces God, and shrinks from man.—*Bacon*.
3. Happy he whose inward ear
Angel comfortings can hear
O'er the rabble's laughter.—*J. G. Whitter*.
4. Some, when they take revenge, are desirous the party should know whence it cometh: this is the more generous, for the delight seemeth to be not so much in doing the hurt as in making the party repent.—*Bacon*.
5.

To thee I call,
But with no friendly voice, and add thy name,
O sun, to tell thee how I hate thy beams,
That brings to my remembrance from what state
I fell, how glorious once above thy sphere.—*Milton*.
6. The state, in the condition I have described it, was delivered into the hands of Lord Chatham—a great and celebrated name; a name that keeps the name of this country respectable in every other on the globe.—*Burke*.
7. Then, methought, the air grew denser,
Perfumed from an unseen censer
Swung by seraphim whose footfalls
Tinkled on the tufted floor.—*E. A. Poe*.

8. The mightiest princes are glad to fly often from these majestic pleasures (which is, methinks, no small disparagement to them), as it were for refuge, to the most contemptible diversions and meanest recreations of the vulgar, nay, even of children.—*Couley*.

9. So even and morn accomplished the sixth day :
Yet not till the Creator from his work
Desisting, though unwearied, up returned,
Up to the heaven of heavens, his high abode. — *Milton*.

10. And, as in confession the revealing is not for worldly use, but for the ease of a man's heart ; so secret men come to the knowledge of many things in that kind, while men rather discharge their minds than impart their minds.—*Bacon*.

11. And since our life must at the best be but a vapour that appears for a little time and then vanishes away, let it at least appear as a cloud in the height of heaven, not as the thick darkness that broods over the blast of the Furnace, and rolling of the wheel.—*Ruskin*.

12. Know ye not then, said Satan, filled with scorn,
Know ye not me ? Ye knew me once no mate
For you, there sitting where ye durst not soar ;
Not to know me argues yourselves unknown,
The lowest of your throng.—*Milton*.

13. Nay some have been so curious as to note, that the times when the stroke or percussion of an envious eye doth most hurt, are when the party envied is beheld in glory or triumph, for that sets an edge upon envy.—*Bacon*.

14. I yet beseech your majesty,—
If for I want that glib and oily art
To speak and purpose not, since what I well intend,
I'll do't before I speak,—that you make known
It is no vicious blot, murder, or foulness,
That hath deprived me of your grace and favour.
—*Shakspere, King Lear*.

15. Heliodorus in his *Aethiopics* acquaints us that the motion of the Gods differs from that of mortals, as the former do not stir their feet, nor proceed step by step, but slide over the surface of the earth by an uniform swimming of the whole y.—*Addison*.

16. Very few can boast of hearts which they dare lay open to themselves, and of which by whatever accident exposed, they do not shun a distinct and continued view ; and, certainly, what we hide from ourselves we do not shew to our friends.—*Johnson*.

17. He sat at his door, one midsummer night,
 After the sun had sunk in the west,
 And the lingering beams of the golden light
 Made his kindly old face look warm and bright,
 While the odorous night wind whispered “ Rest ”.
 —*George Arnold*.

18. He may show what outward courage he will,—but I believe, as cold a night as 'tis he could wish himself in Thames up to the neck ; and so I would he were and I by him, at all adventures, so we were quit here.—*Shakspere, Henry V*.

19. Scotsmen, whose dwellings and whose food were as wretched as those of the Icelanders of our time, wrote Latin verse with more than the delicacy of Vida, and made discoveries in science which would have added to the renown of Galileo.
 —*Macaulay*.

20. The great beauty of Homer's language, as I take it, consists in that noble simplicity which runs through all his works, and yet his diction, contrary to what one would imagine consistent with simplicity, is at the same time very copious.
 —*Pope*.

21. These our actors,
 As I foretold you, were all spirits and
 Are melted into air, into thin air :
 And, like the baseless fabric of this vision,
 The cloud-capp'd towers, the gorgeous palaces,
 The solemn temples, the great globe itself,
 Yea, all which it inherit, shall dissolve
 And leave not a rack behind.—*Shakspere, Tempest*.

22. Those who have read Bossu, and many of the critics who have written since his time, will not pardon me if I do not find out the particular moral which is inculcated in *Paradise Lost*.
 —*Addison*.

23. If he be compassionate towards the afflictions of others, it shows that his heart is like the noble tree that is wounded itself when it gives the balm.—*Bacon*.

24. Tully tells us, mentioning his dialogue of Old Age, in which Cato is the chief speaker, that upon a review of it he was agreeably imposed upon, and fancied that it was Cato, and not he himself, who uttered his thoughts upon that subject.
—Addison.

25. And oft I talk'd with Dubric, the high saint,
Who, with mild heat of holy oratory,
Subdued me somewhat to that gentleness,
Which, when it weds with manhood, makes a man.
—Tennyson.

26. This last leader, who, to the great embarrassment of Milton's commentators, is commemorated in one of that great poet's sonnets, was properly named Alister or Alexander M'Donnell, by birth a Scottish islesman, and related to the Earl of Antrim, to whose patronage he owed the command assigned him in the Irish troops.—Scott.

27. Had I thought at my first engaging in this design, that it would have led me to so great a length, I believe I should never have entered upon it; but the kind reception which it has met with among those whose judgments I have a value for, gives me no reason to repent of the pains I have been at in composing them.—Addison.

28. After all this, it is surely superfluous to answer the question that has once been asked,—whether Pope was a poet? otherwise than by asking in return, if Pope be not a poet, where is poetry to be found?—Johnson.

29. It appeareth in nothing more, that Atheism is rather in the lip than in the heart of man, than by this, that Atheists will ever be talking of that their opinion as if they fainted in it within themselves, and would be glad to be strengthened by the consent of others.—Bacon.

30. Here, I would frankly declare, that though liberty be preferable to slavery, in almost every case, yet I should rather wish to see an absolute monarch than a republic in this island.—David Hume.

31. This is true of many paragraphs; yet if I had undertaken to exemplify Pope's felicity of composition before a rigid critic, I should not select the "Essay on Man"; for it contains more lines unsuccessfully laboured than will easily be found in all his other works.—Johnson.

32. If a man's wits be wandering, let him study the mathematics, for in demonstrations, if his wit be called away never so little, he must begin again.—*Bacon*.

33. Hadst thou but shook thy head or made a pause
 When I spake darkly what I purposed,
 Or turn'd an eye of doubt upon my face,
 As bid me tell my tale in express words,
 Deep shame had struck me dumb.

—*Shakspeare, King John.*

34. Carnot has sent us a plan of siege; on which plan General Dugommier has this criticism to make, Commissioner Salicetti has that; and criticisms and plans are very various; when that young artillery officer ventures to speak; the same whom we saw snatching sleep among the guns, who has emerged several times in this history—the name of him Napoleon Bonaparte.—*Carlyle*.

EXERCISES IN COMPOSITION.

Description.

1.—Give an account of the Steam Engine and its applications.

2.—Describe in outline the structure of the Human Body, beginning with a general description of the main parts.

3.—Write a description of a Country Scene such as might suggest itself by reading the following passage :—

Straight mine eye hath caught new pleasures,
Whilst the landscape round it measures ;
Russet lawns, and fallows gray,
Where the nibbling flocks do stray ;
Mountains on whose barren breast
The labouring clouds do often rest ;
Meadows trim with daisies pied,
Shallow brooks, and rivers wide ;
Towers and battlements it sees
Bosomed high in tufted trees.

4.—Describe fully either (1) A *Mountain Range* as if to one who had always lived in London ; or (2) the *Sea* to one who had always lived in the country.

5.—In a Country Ramble or Excursion describe the successive scenes as you went along.

6.—Enlarge the following into a piece of descriptive prose :—

How sweet the moonlight sleeps upon this bank !
Here will we sit and let the sounds of music

Creep in our ears : soft stillness and the night
 Become the touches of sweet harmony.
 Sit, Jessica. Look how the floor of heaven
 Is thick inlaid with patines of bright gold.

7.—Write a panegyric on the Duke of Wellington, or on the Earl of Chatham.

Narrative.

1.—An Outline Narrative of the Indian Mutiny, including the events and causes that led up to it.

2.—Give in Narrative Form the plot of “Macbeth,” or “Winter’s Tale”.

3.—Write a vivid account of the prize-giving and other ceremonial at the end of the School Session.

4.—Give an outline biographical sketch of Oliver Cromwell or of Cardinal Wolsey.

5.—Write in your own words an abstract of “The Tempest,” or “The Comedy of Errors”.

Exposition.

1.—What is Poetry? Exound this subject by obverse illustration.

2.—What are the advantages of Free Trade? Elucidate the subject by reference to Protection.

3.—Explain and illustrate the Law of Gravity.

4.—Give an account of the Game of Cricket, as if to one who had never seen the game. Make use of the Arts of Exposition.

5.—What advantages accrue from the study of Roman History and Literature.

Persuasion.

1.—Write a reply to the following speech of Portia :—

“ The quality of mercy is not strained,
 It droppeth as the gentle rain from heaven
 Upon the place beneath : it is twice blest ;
 It blesseth him that gives and him that takes :
 'Tis mightiest in the mightiest : it becomes
 The throned monarch better than his crown ;
 His sceptre shows the force of temporal power,
 The attribute to awe and majesty,
 Wherein doth sit the dread and fear of kings ;
 But mercy is above this sceptred sway ;
 It is enthroned in the hearts of kings,
 It is an attribute to God himself ;
 And earthly power doth then shew likest God's
 When mercy seasons justice.”

2.—What would you say in argument against the proposal of Bassanio :—

“ To do a great right, do a little wrong.”

3.—Write an argument in favour of Home Rule for Ireland : write also an argument against the same proposal.

4.—State what you consider the best pleas in favour of the Channel Tunnel Scheme.

5.—Write such a speech as you would have delivered in reply to George Grenville, when he proposed to tax the American Colonies.

6.—Write such a speech as a patriotic Scotsman might have delivered in opposing the proposed union with England in 1707.

7.—Advocate the English system of Games in Public Schools.



